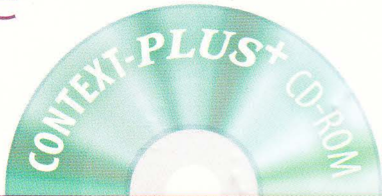
WITH ANSWERS

Oxford Living GRAMMAR

intermediate



Learn and practise grammar in context



Norman Coe

Oxford *Living* GRAMMAR

intermediate

Norman Coe

OXFORD
UNIVERSITY PRESS

Introduction

What is Oxford Living Grammar?

Oxford Living Grammar is a series of three books which explain and practise grammar in **everyday contexts**. They show how grammar is used in **real-life situations** that learners themselves will experience. The books can be used for self-study, for homework, and in class.

Elementary: CEF level A1+ (towards KET level)

Pre-intermediate: CEF level A2 (KET and towards PET level)

Intermediate: CEF level B1 (PET and towards FCE level)

How are the books organized?

The books are divided into four-page units, each of which deals with an important grammar topic. Units are divided into two two-page parts. Each unit begins with an explanation of the grammar point, and includes a unique **Grammar in action** section which shows how the grammar is used in typical everyday situations. It explains **when** to use the grammar point. This is followed by a number of **contextualized exercises** for learners to practise the grammar they have read about. The second part of each unit introduces additional explanation of the topic, more Grammar in action, and more contextualized exercises. The last exercise in every unit provides practice of a variety of the points and contexts introduced across the four pages.

The intention is that the fully contextualized explanations and exercises will show real English in real situations, which learners can recognize and apply to their own experience.

Word focus boxes highlight unfamiliar words or expressions and enable learners to widen their vocabulary.

The **Over to you** section at the back of the book provides a **comprehensive bank of review exercises**. Learners are encouraged to do more creative tasks about themselves and their own experience, using what they have learned. Sample answers are provided for these tasks.

There is an ***Oxford Living Grammar* Context-Plus CD-ROM** at each level with further grammar practice and Word focus exercises. Learners can also build longer texts, and build and take part in dialogues; learners can record and listen to their own voice to improve pronunciation. There are six grammar tests at each level so learners can see if there are any areas they would like to study again.

What grammar is included?

At Intermediate level, you will study all the grammar necessary for Cambridge PET and much of the grammar required for the FCE. The choice of contexts in the exercises has been informed by the Common European Framework of Reference and the framework of the Association of Language Testers in Europe at B1.

How can students use Oxford Living Grammar on their own?

You can work through the book from beginning to end. All the units will present and practise the grammar in typical everyday situations. When you have finished the exercises, you can go to the Over to you tasks for that topic at the back of the book for extra practice, and then check your answers.

Or when you have a particular grammar problem, you might want to study that topic first. You can look up the topic you need in the Contents at the front of the book, or in the Index at the back.

How can teachers use the material in the classroom?

Oxford Living Grammar enables your students to learn and practise English grammar in context. The contexts are typical everyday situations that your students themselves will experience, such as talking about their own experiences, having conversations with people they have met, talking about other people, and discussing common topics.

The syllabus is divided into 30 four-page units, which we hope will make the book ideal for study over an academic year. Units can be studied in any order, or you and your students can work through the book from beginning to end. The Over to you tasks provide freer practice and more creative review tasks.

Contents

Introduction *page iii*

Verbs and tenses

01 Present simple and present continuous 2
Forms, uses, and contexts
Present tenses with future meaning

02 Talking about the past 6
Past simple and past continuous
Used to

03 Present perfect 10
Forms, uses, and contexts; time phrases
Present perfect continuous

04 Past simple and present perfect; past perfect 14
Past simple and present perfect
Past perfect

05 The future 18
Going to
Will and *shall*

Modal verbs

06 Ability, permission, and requests 22
Ability: *can, could, be able to, managed to*
Permission and requests: *can, could, may, will*, and *would*

07 Possibility and probability; perfect modals 26
Possibility and probability: *may, might, could, must*, and *can't*
Perfect modals: *must have been, can't have done*

08 Duty and obligation 30
Should, ought to, have (got) to
Must, need to

Verb forms and structures

09 Infinitives and *-ing* forms (1) *page 34*
Verb + infinitive or verb + *-ing*
I invited her to come.

10 Infinitives and *-ing* forms (2) 38
I like to play tennis or *I like playing tennis*
Painting is hard to do, etc.

11 The passive 42
Present and past tenses
Future and modal passives; *have something done*

12 Phrasal and prepositional verbs 46
Phrasal verbs
Prepositional verbs

13 Indirect speech (1) 50
Reporting statements
Reporting questions

14 Indirect speech (2) 54
Reported requests, orders, and advice
Advanced points

15 Conditional sentences 58
Zero conditional and first conditional
Second conditional

Nouns, pronouns, determiners

16 Nouns 62
Countable and uncountable nouns; articles
Noun + noun

17 Possessives 66
Possessive adjectives and pronouns
's and s'; of mine

18 Demonstratives 70
This, that, these, and *those*
This is what was said …

19 Quantifiers 74
Some, any, no; much, many, a lot of
Pronouns: *somebody, everything*, etc.

Adjectives and adverbs

20 Comparative and superlative forms *page 78*
Adjectives: *tall, taller, tallest*
Adverbs: *early, earlier, earliest*

21 *(Not) as ... as, enough, too* *82*
They ran as fast as they could, but not fast enough.
He's too young.

22 Adverbs *86*
Adverbs of frequency, time, place, and manner
Adverbs of probability, degree, and completeness

23 Connecting adverbs *90*
So, too, either, neither
First, next, then, etc; *actually, fortunately*, etc; *only, even*

Prepositions

24 Prepositions (1) *94*
Preposition + noun/adjective: *for sale, in love*, etc.
Noun/adjective + preposition

25 Prepositions (2) *98*
Preposition + noun + preposition
Prepositions in linking phrases

Building sentences

26 Linking words *page 102*
Either ... or, neither ... nor, both ... and, because, for
In order to, so that, such a

27 Linking sentences *106*
If ... not, unless, in case, etc.
But, though, however

28 Relative clauses *110*
Defining relative clauses with *who, which, that* or *whose*
Non-defining relative clauses with *who, which* or *whose*

29 Expressions of time, place, and reason *114*
When, while, until, before, after, as soon as
When, where, why, whenever, wherever

30 Leaving out words *118*
Emma sings and dances.
Leaving out words in defining relative clauses

Over to you *122*

Form tables *126*

Verb tables *131*

Answer key *132*

Answer key Over to you *143*

Index *147*

01 Present simple and present continuous
Forms, uses, and contexts

1 Present simple
Here are some examples of the **present simple:**
*We **live** in a house but Jim **lives** in a flat.*
*Rod **doesn't like** beer and I **don't like** it, either.*
***Do** you **speak** French?* ***Does** Terry **speak** Dutch?*

We add **-s** to the positive **he/she/it** form of regular verbs. (For more information on irregular verbs, see p. 127.)

We use **do/does** in negatives and questions.

2 We use the **present simple** to talk about permanent situations, facts, and regular, repeated, or constant actions:
*The River Amazon **flows** into the Atlantic.*
*They **don't have** school on Saturdays.*
*Where **do** you **live**?* ***Does** she **work** here?*

3 Present continuous
We form the **present continuous** with the present of **be (am/is/are) + the *-ing* form.**
What is Sara doing? ~ She's studying for her exams.

(For rules on spelling the *-ing* form, see p. 127.)

4 We use the **present continuous** to talk about something happening at or around the moment of speaking:
*Jane can't come to the phone — she**'s having** a bath.*

5 We use the **present continuous** for an incomplete action or situation:
*Jim lives near me, but this week he**'s staying** with his parents.*

6 Some verbs describe states and do not normally have continuous tenses:
*I **like** Spanish films.* (NOT ~~*I'm liking Spanish films.*~~)

We use state verbs to talk about thoughts (e.g. **believe, know, seem, think, understand**), feelings (e.g. **agree, hope, like, love, want**), existence (**be**), possession (e.g. **have, belong, own**), and the properties of something (e.g. **cost, contain, include, mean**).

TIP

Note that some verbs can describe an action or state, e.g.:
Do you have a car? (state)
She's having a shower. (action now)
She has a shower every morning. (regular action)
The food looks good. (state)
What are they looking at? (action now)
I always look at the sports pages. (regular action)
John is 12 years old. (state)
John is being naughty. (action now)
John is often naughty. (regular action)

Grammar in action

1 We can use the **present simple** to talk about where people live, study, and work:
My husband, Jack, and I live in Leeds but I work in Bradford.

2 We use the **present simple** for things we do every day or most days:
Do you watch the news on TV? ~ No, I don't usually get home in time but I often listen to the news on the radio before I go to sleep.

We often use frequency adverbs (*often, usually*, etc.) with the present simple.

3 We use the **present simple** to explain how we do things, or how things happen in business, politics, science, etc.:
How do I make an omelette? Well, I break two eggs into a bowl, I add a little salt …
Water freezes at 0°C and boils at 100°C.

4 We use the **present continuous** to talk about things that have started but not finished, for example when we describe our current situation in letters, emails, etc.:
We're staying in a lovely hotel by the sea. We're being very lazy, and getting up late every day.



The actions and situations we describe are not always in progress at this **exact** moment. Here, someone talks about their life **around** the moment of speaking:
I'm very busy – I'm spending most of my time looking after my son, but I'm also learning Italian and I'm taking my accountancy exams.

A A fire-fighter doesn't only fight fires



Complete the text by using the verbs in brackets in the present simple.

Naturally, fire-fighters ....put.... [0] (put) out fires, but their job also .... [1] (include) many other things. They often .... [2] (rescue) people from car crashes, and when there is a flood, they .... [3] (pump) the water out of buildings. And they .... always .... [4] (not, work) with humans. If someone .... [5] (phone) to say that their cat is stuck in a tree, the fire service .... [6] (send) someone to save it. In some places, a fire-fighter .... [7] (not, work) 8 hours every day. Instead, they .... [8] (do) a 24-hour shift and then .... [9] (have) two days off – which of course .... [10] (equal) 8 hours a day!

B What are the children doing?

A father phones home to talk to the babysitter. Complete the conversation with the present continuous of the verbs in the box. Use short forms where possible.

ask	be	behave	build	concentrate	do
draw	help	look	~~phone~~	sit	talk	try

SAM Hello, Ann. This is Sam. I ....'m phoning.... [0] to ask about the children. I'm glad that you .... [1] after them, but .... they .... [2] well?

ANN Oh, yes. They are .... [3] very good.

SAM What .... Jimmy .... [4]?

ANN He .... [5] a bridge on the floor with his Lego.

SAM And .... Laura .... [6] him?

ANN No, she .... [7] at the table. She .... [8] to draw a tiger.

LAURA Who .... you .... [9] to, Ann?

ANN It's your father. He .... [10] about you. Do you want to talk to him?

LAURA No, just tell him that I .... [11] a picture for him and I .... [12] very hard.

C Canteen conversation

Some office workers are talking at lunchtime. Complete the conversation by crossing out the form that doesn't fit.

TIM I see that you *'re eating* / ~~*eat*~~ [0] a vegetarian dish. ~~*Are*~~ / *Do* you always ~~*eating*~~ / *eat* [0] vegetarian food?

CLAIRE No, I *'m eating* / *eat* [1] everything, but I *'m trying* / *try* [2] this today because it *'s looking* / *looks* [3] so good.

TIM My cousin is a vegan. That *'s meaning* / *means* [4] that he *isn't eating* / *doesn't eat* [5] any animal products. At the moment he *'s suffering* / *suffers* [6] from a vitamin problem and the doctor *'s thinking* / *thinks* [7] that he should eat some fish or meat.

FRED It *'s seeming* / *seems* [8] silly to me to be so strict. People *aren't killing* / *don't kill* [9] animals to get milk or eggs, for example.

TIM I *'m agreeing* / *agree* [10] with you, but my cousin *'s believing* / *believes* [11] that we shouldn't exploit animals at all.

CLAIRE Well, I *'m hoping* / *hope* [12] that he'll soon get over his vitamin problem.

WORD FOCUS

Find words in exercise C that have these meanings:

A not flexible ....

B use to our advantage ....

7 We can use the **present simple** and the **present continuous** to talk about the future:

*The exam **starts** at 9.00 and **lasts** 3 hours.*
*I'**m meeting** Ellie tomorrow night – we'**re going** to the cinema to see the new Coen brothers film.*

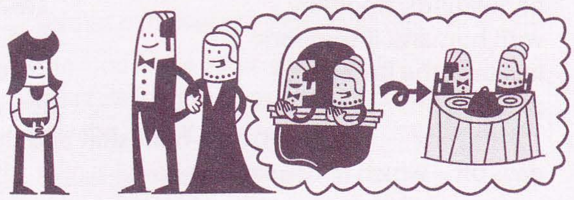
Grammar in action

5 We use the **present simple** to talk about something in the future that is **officially organized**, for example on a timetable or schedule:

The hotel will provide a packed lunch because the coach leaves at 7.30 and doesn't return until the evening.
What date do classes start next term? ~ Term starts on 15th September but classes don't start until a week later.

6 We use the **present continuous** to talk about something in the future that we have agreed to do:

Tim and I are going to the theatre tonight, then we're having dinner at White's.



Here, we are talking about our plans for the weekend:

Are you doing anything at the weekend? ~ I'm playing tennis with Mary on Saturday.



D Making arrangements to travel

A boss is talking to his secretary. Use the verbs in brackets to complete the dialogue with the present simple. Use short forms where possible.

BOSS Remind me of the arrangements for tomorrow, Robin.
ROBIN Well, your flight departs [0] (depart) from Heathrow at 7.10.
BOSS OK. And which terminal .... it .... [1] (leave) from?
ROBIN It .... [2] (leave) from Terminal 2. You .... [3] (not / arrive) in Frankfurt until 9.40, then you .... [4] (take) the shuttle bus into town.
BOSS 9.40?
ROBIN Yes, the flight .... [5] (last) an hour and a half but Germany is one hour ahead.
BOSS Oh, yes, of course. And the meetings? When .... they .... [6] (begin)?
ROBIN At 11.00. After the meetings you .... [7] (have) plenty of time for lunch because your flight back .... [8] (not / leave) until 6 o' clock. It .... [9] (get) back here at 6.30 local time.
BOSS That's fine because there .... [10] (be) a Champions League match tomorrow but it .... [11] (not / start) until quarter to eight.

E Arranging to meet

Use a verb from the box in the present simple or the present continuous to complete the dialogue. Use short forms where possible.

begin do not do get go ~~go~~ leave not leave meet take



EMMA There's an interesting talk on healthy living at the library this Friday. I'm ...going... [0] with Sarah. We .... [1] in the café opposite. How about joining us?

JACK What time .... it .... [2]?

EMMA At 7 o' clock.

JACK I .... [3] my brother to the station on Friday and his train .... [4] until about quarter to seven so I won't be back in time, I'm afraid. What about the weekend? .... you .... [5] anything special on Saturday?

EMMA Yes, lots of us .... [6] to the anti-war demonstration in Leeds.

JACK How .... you .... [7] there?

EMMA In Sarah's car. We .... [8] her flat at 9.00. I'm sure there's room for you.

JACK OK, I .... [9] anything else, so I'll join you.

F Making excuses

Look at Alan's diary for next week and then read the email messages he has received. Use the words given to write his replies.

Monday 7 p.m. Dinner with Mary.
Tuesday 4.30 p.m. Tennis with Peter
Thursday p.m. Help Sam with move
Friday 1 p.m. Lunch with the boss
Saturday a.m. Shopping with mum

0 Alan: Do you want to go to the cinema on Monday evening? Lenny
Hi, Lenny. Monday evening / no good. I / have / dinner with Mary. How about Wednesday?
Hi, Lenny. Monday evening is no good. I'm having dinner with Mary. How about Wednesday?

1 Alan: Can we meet on Tuesday afternoon to talk about the holiday? Sue
Hi Sue. I / afraid / can't meet on Tuesday afternoon because I / play / tennis with Peter. Alan
Hi Sue. .... Alan

2 Hi Alan. Any chance of seeing you on Thursday afternoon? Kim
Kim: I / sorry / can't / see you on Thursday afternoon. I / help / Sam move into his new flat. Alan
Kim: .... Alan

3 Dear Alan: Can we have lunch together on Friday? Love, Mum
Dear Mum, Friday / no good. I / have / lunch / with the boss. Anyway, I / see / you on Saturday. Love, Alan
Dear Mum, ... Love, Alan

4 Hi Alan: Are you free on Saturday morning? I need your advice. Tony
Hi Tony. Sorry, I / go / shopping / with my mum on Saturday morning. you / do / anything in the evening? Alan
Hi Tony. .... Alan

OVER TO YOU Now go to page 122.

02 Talking about the past
Past simple and past continuous

1 Past simple
To form the positive **past simple**, add -**ed** to the verb. We form negatives and questions with **did/didn't + verb**:

*Last Saturday I **painted** my bedroom.*
*Ella **didn't stay** at the party very long.* (NOT ~~*didn't stayed*~~)
***Did** you **enjoy** your birthday?* (NOT ~~*did you enjoyed*~~)

The past simple is the same in all persons. Many common verbs are irregular.
(For more information, see p. 129.)

2 We use the **past simple** to talk about:

- short events in the past:
  *When **did** Oscar **phone** you?*
- longer past actions:
  *Mary and Tim **studied** physics at university.*
- repeated events in the past:
  *Dr. Thomas **visited** 43 patients yesterday.*
- past states:
  *Computers **cost** much more a few years ago.*

3 We often use the **past simple** with time expressions such as **yesterday, last week/year, in 1999, two years ago, when?, how long?**:

***Did** the accident **happen** yesterday or several days ago?*
*When **did** they **move**? ~ They **moved** in 2007.*
*How long **did** you **stay**? ~ We **stayed** for two years.*

5 Past continuous
We form the **past continuous** with **was/were + *-ing* form**:

*They **were waiting** for a bus.*
*It **wasn't raining** at the time.*
***Were** you **listening** to me?*

6 We use the **past continuous** to describe an action or situation in the past that continued for a period of time:

*It **was snowing** heavily all that day.*
*She **was crying** while watching the film.*

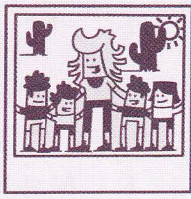
7 We can use the **past continuous** for two actions that were both in progress at the same time:

*While I **was cleaning** the floors, the children **were washing** the windows.*

Grammar in action

1 We use the **past simple** to talk about completed actions in the past. We often mention **when** the action happened. We can build up a picture of the past, for example at an interview:

INTERVIEWER	*When did you finish school?*
BETH	*I finished in 1999.*
INTERVIEWER	*Did you go to university in the same year?*
BETH	*No. First, I went abroad for a year. I worked in an orphanage in Mexico. I stayed there for six months.*



2 We use the **past continuous** to talk about actions we were in the middle of at particular times in the past:

POLICEMAN	*What were you doing yesterday at 6 o' clock?*
MAN	*I was visiting my grandmother.*
POLICEMAN	*We know that you made a phone call from your car at 6.15. Where were you going when you made that call?*
MAN	*I was going home.*



3 We use the **past simple** to give the actions in a story, and we use the **past continuous** to give background information about the situation:

It was raining so Mrs Tailor put on her coat. The children were waiting by the door. She kissed them and set off for the station. While she was waiting for the train, she noticed a handbag under a bench.

WORD FOCUS
Two people who are *engaged* have agreed to marry each other.

A At the time it happened

We often ask what people were doing when something important happened. Complete these questions and answers by writing in the correct form of the verbs given.

MIRA What were you doing ⁰ (you, do) when you heard ⁰ (hear) that London would host the Olympics in 2012?

PETRA Strangely enough, I ....[1] (spend) some time with friends in England. After a couple of days in Liverpool, we ....[2] (set) off for the south. We ....[3] (reach) London in the late morning of the very day that they ....[4] (make) the announcement, but of course the celebrations ....[5] (not, start) until the afternoon. When we ....[6] (arrive) in Greenwich in south London we ....[7] (not, plan) to stay, but the sun ....[8] (shine) and everyone ....[9] (walk) up and down because there was a special festival. Anyway, we ....[10] (decide) to join in the fun. Just before 1 p.m., while we ....[11] (have) an ice cream in the park, the band that ....[12] (play) music for the dancing ....[13] (stop) in the middle of the song and the bandleader ....[14] (announce) that London had won the 2012 Olympics! The news really ....[15] (add) to the party atmosphere, of course.



ED Where ....[16] (you, be) when the tsunami disaster ....[17] (happen)?

AMY I ....[18] (lie) in bed because I ....[19] (have) flu. I ....[20] (watch) an old film on television, although I ....[21] (not, enjoy) it very much because I ....[22] (not, think) it was very good. Then suddenly they ....[23] (interrupt) the programme to give the news.

DAVE What ....[24] (you, do) when you ....[25] (hear) that your sister was engaged?

CLAIRE I ....[26] (walk) to work and I ....[27] (get) a text message on my mobile. My sister ....[28] (send) me a photo of her hand, and she ....[29] (wear) an engagement ring! At first I ....[30] (not, believe) the news, but then I ....[31] (call) her and she ....[32] (tell) me the good news herself!

B Rose's email

Complete Rose's email to a friend about her busy weekend. Choose the correct form of the verbs given.

Dear Jessica,

Thanks for the email that you *sent/~~were sending~~* [0] last Friday. I *didn't have/wasn't having* [1] time to reply at the weekend because Mike and I *spent/were spending* [2] most of the time doing jobs in the flat. First, of course, we *had/were having* [3] to go to the shops to buy all the things we needed, then we *started/were starting* [4] work. Mike *had/was having* [5] a small accident while we *worked/were working* [6]. I *painted/was painting* [7] and he *put/was putting* [8] up some new shelves when he *fell/was falling* [9] off the ladder. He *didn't be/wasn't being* [10] careful. We *worked/were working* [11] hard both days, and *didn't finish/weren't finishing* [12] everything until Sunday evening. What *did you do/were you doing* [13] at the weekend? *Did you see/Were you seeing* [14] the film that you *mentioned/were mentioning* [15] in your email? Who *did you go/were you going* [16] with?

Write soon,

Rose

8 Notice the forms of **used to**:
*My cousin **used to** be a boy scout.*
*I **didn't use to** like chocolate.*
***Did** they **use to** cause trouble at school?*

9 We use **used to** for past habits and regular past activities:
*Ian **used to** swim every week.* (= He doesn't swim every week now.)
***Did** Sara **use to** take piano lessons?*

10 We also use **used to** for situations in the past that continued for some time:
***Did** there **use to** be a cinema here?*
*Liz **used to** live in Highgate.* (= Liz doesn't live in Highgate now.)

> **TIP**
> We often use the negative form **never used to**, as a more informal way of saying 'didn't use to':
> *Our daughter never used to wear make-up, but now she wears it all the time.*

Grammar in action

4 We use **used to** for past habits and situations when we want to emphasize that things are different now:
I used to believe in love at first sight. Now I'm more cynical.

5 We use the **past simple**, not **used to**, with exact dates, times, numbers of times, and periods of time:
My dad went on business trips to Japan four times last year. (NOT ~~used to go~~)
This building was a cinema from 1940 to 1992. (NOT ~~used to be~~)

But we can use either the **past simple** or **used to** when we don't give an exact time reference:
I went / used to go on lots of business trips when I was younger.
The tall building was / used to be a fire station at one point.



6 We can use the **past continuous** or the **past simple** to give background information, and **used to** to explain a habit or situation:
When we lived here, there didn't use to be a swimming pool.
When I was learning Spanish, I used to memorize ten words a day.



C How things change

For these people, write in an expression with *used to* in order to contrast the present situation with the earlier situation.

0 Eric doesn't smoke nowadays but he used to smoke 40 a day when he was younger.
0 Penny and Sam didn't use to listen to classical music at all but they listen to it all the time now.
1 There .... some old houses here but, as you can see, now there's a supermarket.
2 Now Joe goes to bed early but he .... to bed early before he got this job.
3 Zoë has a car now but she .... one when she was at university.
4 Simon .... with his brother but now he lives on his own.
5 Carol goes to work by bike now but she .... by car.
6 Sandra .... coffee but now she drinks three or four cups a day.

D In the past

Tick the verb phrases that are correct and rewrite the incorrect ones, using *used to* where possible.

0 The lights went out while I was getting the lunch ready. yesterday. ✓
0 When Jim was younger, he wasn't taking much exercise. didn't use to take
1 Three years ago, Tony used to be in the army. ....
2 Sally made several mistakes because she wasn't concentrating. ....
3 I took my umbrella because I could see that it rained. ....
4 When Jill was young, she was keeping a diary. ....
5 The doctor called to see my mother every day last week. ....
6 I read the text again because I wasn't understanding it very well. ....

E Junior tennis champions

Some years ago, Pam and Carl were junior tennis champions. Now they have three young children and don't have much time for tennis. They are being interviewed on television. Write in the correct past form of the verbs in brackets; use *used to* where possible.



TV How did you get [0] (you, get) to know each other?

PAM Well, when I was in my early teens I .... [1] (play) tennis two or three times a week and when I .... [2] (not, play), I .... [3] (watch) matches on TV. One day, while I .... [4] (watch) a boys' match, I .... [5] (notice) this handsome young player who .... [6] (wear) earrings. In those days, in general, boys .... [7] (not, wear) jewellery, and I .... [8] (think) it was a bit strange. Anyway, he .... [9] (win) the match and I .... [10] (decide) to send him a fan letter.

TV So you .... [11] (knew) the name of the handsome young player. What .... [12] (happen) next, Carl?

CARL One day, a letter .... [13] (arrive) from this fan called Pamela. In those days, I .... [14] (get) a lot of fan mail, but the letter .... [15] (have) a photo. The girl .... [16] (look) very nice and she .... [17] (hold) a tennis racket.

TV So you .... [18] (arrange) to meet her.

CARL Yes, but soon we .... [19] (not, have) to arrange to meet because Pam .... [20] (start) playing for the young women's team.

TV You both .... [21] (become) junior champions, but you don't play any longer.

PAM No, we .... [22] (stop) playing regularly when I .... [23] (expect) Sally, our first daughter.

TV And do you miss top-class tennis?

CARL Not really. We .... [24] (love) tennis while we .... [25] (play) but now we're happy to spend our time with the children.

OVER TO YOU Now go to page 122.

03 Present perfect
Forms, uses, and contexts; time phrases

1 We form the **present perfect** with **have/has + past participle**:

*Sam **has passed** her exam.* (OR *Sam'**s passed**...*)
***Has** anyone **seen** my red jacket?*
*They **haven't spoken** to each other for ages.*

(For rules on forming the past participle, and irregular verbs, see p. 129.)

2 We use the **present perfect** to talk about past actions and situations that have a result in the present:

*Alan **has made** a cake.* (= There is a cake that we can eat now.)
***Have** you **tidied** your room?* (= Is it tidy now?)

3 We use the **present perfect** in positive statements with **just** and **already** in the pattern **have/has + just/already + past participle. Just** means 'very recently'; **already** means 'before now':

*I'**ve just spoken** to Peter. I phoned him 5 minutes ago.*
*You'**ve already seen*** Jaws, *so let's see something else.*

4 We use the **present perfect** with **yet** in negatives and questions. **Yet** comes after the past participle, and means 'before/until now':

***Has** the bus **arrived yet**?*
*I **haven't done** my homework **yet**.*

5 We can use **still** before the **negative present perfect** with the meaning 'even now':

*I **still haven't finished** my homework.*

Grammar in action

1 We use the **present perfect** to talk about people's lives until now. This use is often accompanied by **always**, **never**, **ever**, and other time expressions:

I've always been a vegetarian; I've never eaten meat.
Have you ever tasted real caviar?

2 We use the **present perfect** to talk or ask about the result of a recent action that is complete. We can use the present perfect with **how much/many**:

Sally has finished the preparations for the party. ~ Great! How many cakes has she made? ~ She's baked four chocolate cakes and she's made some banana ice cream! (We are thinking about the result of the preparations – that there are lots of cakes.)

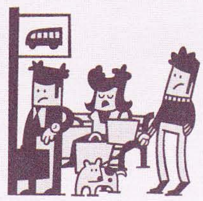


3 We can use the **present perfect** to talk about the news:

The president has announced major tax increases.

4 We often use the **present perfect** with **already**, **yet**, and **still** to express surprise:

Our bus still hasn't arrived. (= We expected it to arrive before now.)
England have already scored a goal! (= surprisingly early.)
The postman hasn't been yet. (= We expected him before now, he's surprisingly late.)



A A job interview

Alina is in an interview for a volunteer job at the local dog refuge. Circle the correct words.

BOSS	So, Alina, why do you want to come and work for us?
ALINA	Well, I've *always / never / ever* ⁰ loved animals.
BOSS	OK, and do you have any experience of dogs, specifically?
ALINA	Yes, we've had dogs at home *in 2003 / all my life / last year* [1].
BOSS	So have you *never / yet / ever* [2] trained them and looked after them?
ALINA	Yes, in fact, I've *still / just / yet* [3] trained a new puppy.
BOSS	And have you *ever / still / always* [4] had to deal with problem dogs?
ALINA	No, I've *still / never / yet* [5] worked with problem dogs.
BOSS	Hmm, but you've *always / yet / already* [6] spent some time here haven't you?
ALINA	Yes, I've helped out with the paperwork in the office *several times / last week / in June* [7], but I haven't worked with the animals *yet / ever / already* [8].

B Looking back on life

Here a woman writes about her life. Complete the text by using the words in brackets and putting the verb in the present perfect. Use short forms where possible.

I 've seen⁰ good and bad times but on the whole I ....¹ (have) a good life. I ....² (be) married for over 25 years and I ....³ (have) four children and nearly all of them ....⁴ (find) good jobs. My youngest son ....⁵ (still, not, graduate). But my family ....⁶ (not, be) my only interest. My husband ....⁷ (often, work) abroad and I ....⁸ (manage) to visit most of the places where his company ....⁹ (send) him. In fact, I ....¹⁰ (visit) more than twenty countries and I ....¹¹ (spend) several weeks in most of them. In my spare time, I ....¹² (write) guides to three of them and one of them ....¹³ (already, sell) 10,000 copies. The money ....¹⁴ (just, pay) for a new computer. I'm pleased about that because my publisher ....¹⁵ (just, ask) me to write a book about Portugal.

WORD FOCUS
A *publisher* is a person or company that prepares and prints books.

C Preparations for a party

Some students are arranging an end-of-term party. Carrie is checking whether everything is ready. Use the words given, use the present perfect, and put *just, yet, still,* and *already* in the correct places where necessary. Use short forms.



CARRIE Are we all here? Has everybody arrived yet⁰ (everybody / arrive / yet)?

JIM ....¹ (Ruth / phone / just). She has a problem with her motorbike so ....² (she / not / leave / still) her house, but we can start without her because I know what ....³ (she / do).

CARRIE All right. Jim, what food ....⁴ (you / buy)?

JIM ....⁵ (I / not / buy / anything / yet), but ....⁶ (I / order / just) cheese, ham, bread and salad vegetables and ....⁷ (I / ask / already) if they can have it ready early on Saturday morning.

CARRIE Fine. And drinks?

JIM Pauline's cousin works in a wine shop. ....⁸ (she / get) us a good discount on most things and ....⁹ (she / promise) to deliver everything in good time.

CARRIE Great! Bobby, ...¹⁰ (you / find) somewhere that will lend us chairs and tables?

BOBBY Well, ...¹¹ (I / ask) if we can borrow them from the people at the community centre, but they ....¹² (not / phone back / still).

CARRIE ....¹³ (I / persuade) my brother's band to come and play for us. And ....¹⁴ (I / check / just) the weather on the internet. It's going to be fine on Saturday.

Present perfect
Present perfect continuous

6 We form the **present perfect continuous** with **have/has been** + **-*ing* form**:

*I'**ve been watching** you.*
*They **haven't been playing** long.*
***Has** he **been travelling** all day?*

7 We use the **present perfect continuous** to talk about actions that started in the past and continue into the present:

*The earth **has been getting** warmer.*

8 We use the **present perfect continuous** when the emphasis is on the **action** being done. (To talk about the result of the action, use the present perfect – for more information, see p. 10.)

*Why is the kitchen in a mess? ~ Because Alan'**s been making** a cake.*
*Emma's tired. She'**s been tidying** her room all morning. (The job is not necessarily finished.)*

Grammar in action

5 We use the **present perfect continuous** to talk about an action we started in the past, and are still doing now:

I've been working all day and I still haven't finished.



6 We also use the **present perfect continuous** to talk about an action we started in the past that finished a very short time ago:

I've been waiting for you to call.

7 We can use the **present perfect continuous** for a series of repeated actions, for example when we try to do something again and again:

We've been trying to contact you all day to tell you that you've won a prize.

8 We use the **present perfect continuous** to talk or ask about an action happening over a period of time up to now. We can use **how long** with **for** or **since**:

Sally's been cooking all afternoon. She's been preparing for the party since lunchtime. (We are thinking of Sally doing the cooking.)

We use the **present perfect continuous** to talk about recent repeated actions or for a repeated action that is different from usual. We use time phrases such as **recently, lately, this week.**

My son's been staying up late a lot recently – I'm rather worried.

9 We often use the **present perfect continuous** when a recent action explains why we look or feel a certain way:

Jane's tired because she's been painting her room. (The action of painting explains why she is tired.)



D Waiting for the stars

A journalist visits a film festival and talks to the fans waiting to see the film stars.

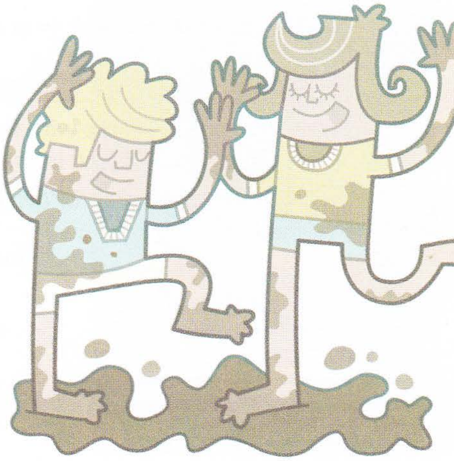
JOURNALIST Good morning. How long have you been waiting ⁰ (you, wait) to see your favourite stars?
FAN Well, we arrived at about 6 a.m. and it's 10 a.m. now, so we .... ¹ (wait) for about four hours.
JOURNALIST And .... ² (you, stand) here all that time?
FAN No, a friend and I take it in turns because of the rain.
JOURNALIST Yes, it's pretty wet. .... ³ (it, rain) long?
FAN No, only since about 9 o' clock.
JOURNALIST And how about you? Are you a great film festival fan?
FAN Oh, yes. I .... ⁴ (come) to this one for six years now.
JOURNALIST Six years? That's as long as I .... ⁵ (write) articles for my newspaper. I see you've got an autograph book.

FAN	Yes, I always bring it with me. I've got more than 200 autographs.
JOURNALIST	Whose autograph are you hoping to get today?
FAN	Scarlett Johansson's. I ....[6] (try) to get it for years but I still haven't managed it.

E Children

Use the verbs in the present perfect continuous to complete the dialogue.

build do feed ~~look~~ play worry



JACK AND EVE	Hello, Mummy. We're home.
MOTHER	Thank goodness. I have been looking[0] for you everywhere. What ....[1] (you)?
EVE	We ....[2] in the park.
MOTHER	But you're all dirty.
JACK	Yes, I ....[3] houses with the mud from the pond.
EVE	And I ....[4] the ducks.
MOTHER	And I ....[5] about where you were. Well, you can both go and have a good wash!

F More party preparations

Fiona is in charge of a big party but she arrives late, in the middle of the preparations. Complete the dialogue by putting the verbs into the present perfect simple or the present perfect continuous.

FIONA	Hello, everybody. I'm sorry I'm late. I have been trying[0] (try) to find a DJ but so far I haven't found[0] (not, find) one, though one ....[1] (promise) to phone me later. ....[2] (you all, get on) with what we decided?
KATE	Well, Tim and I ....[3] (make) sandwiches ever since we arrived. So far, we ....[4] (make) about 50.
FIONA	Charlie – ....[5] (you, manage) to set up the sound system yet?
CHARLIE	Well, I ....[6] (work) on it all morning but there are a couple of technical problems that I ....[7] (not, solve) yet.
FIONA	You look very hot, Mike. I suppose that's because you ....[8] (move) the chairs and tables.
MIKE	That's right. But I've almost finished, and my sister ....[9] (wipe) all of them so they are ready for use.
	(RING, RING)
FIONA	Oh, that's my mobile. Hello … Yes, I ....[10] (expect) your call … You can? Oh, that's great! … See you about 9 o' clock then. Bye!
FIONA	Great news, everybody. That guy I mentioned ....[11] (agree) to be our DJ.

OVER TO YOU Now go to page 122.

04 Past simple and present perfect; past perfect

Past simple and present perfect

1 Compare the use of the **past simple** and **present perfect**:

*Has the contract **arrived** yet? ~ Yes, it **arrived** on Tuesday. I**'ve** already **signed** it.*

2

We use the **past simple** to talk about something in thepast, and to say **when** something happened. *They **arrived last week**.* (= at a specific time in the past)	We use the **present perfect** to talk about something that happened in the past that is relevant now, and when the exact time that it happened is not important. *They **have arrived**.* (= some time before now)

3

We use the **past simple** with **for** to talk about a situation that started and finished in the past: *He **lived** in Wroclaw **for** two years before that.* (= He doesn't live there now.)	We use the **present perfect** with **for** to talk about an ongoing situation – something that started in the past and continues to the present moment: *Patrick **has lived** in Krakow **for** six years.* (= He lives there now.) We use the **present perfect** with **since** to talk about when the ongoing situation started, followed by a time or an event: *Patrick **has lived** in Krakow **since** 2004.* (2004 = past time) *Patrick **has lived** in Krakow **since** his wedding.* (his wedding = past event)

4

We use the **past simple** with finished-time expressions to say when something happened in the past, e.g.: a period of time + **ago**, **yesterday**, **last week**, **in April**, etc., **in 2004**, etc., **when?**, **what time?** *Patrick **moved** to Krakow six years **ago**.* *What **did** you **do yesterday**?* ***Did** you **see** Brian **last week**?* We often use **first** or **last** with the past simple: *Patrick **first moved** abroad in 1993.* *I **last visited** him in June.*	We use time phrases that include the present moment with the **present perfect**, e.g.: **today**, **this week/month/ summer/year** *What **have** you **done today**?* ***Have** you **seen** Brian **this week**?*

Grammar in action

1 We use the **past simple** to talk about finished events in history:

Hannibal's army crossed the Alps and fought against the Romans.

We use the **present perfect** to talk about recent events or achievements in the news:



Scientists have discovered a new kind of bird in Africa.

Prince William has opened a theatre.

2 We use the **past simple** with a specific time in the past to talk about situations that are no longer true and we use **used to** when we don't talk about a specific time.

We use the **present perfect** to talk about situations that are true in the present. Here, we are talking about our town:

There was a cinema here in the 1970s. There used to be a theatre too. The supermarket has been here for several years (and is still here now).

3 We often use the **present perfect** when we first mention a topic, and then use the **past simple** to talk about it. This is common in conversation:

Have you heard Xinc's new album? ~ Yes, I bought it yesterday. I liked the first track, but I didn't enjoy the rest of it.

And it is common in newspapers, TV reports, etc.:

Police have charged a local man with arson. They arrested Joe Dunce last night, questioned him for six hours, and pressed charges this afternoon.

A In New York City

Two colleagues meet by chance on holiday in New York. Complete the conversation by crossing out the form that doesn't fit.

MEL Nell, fancy meeting you here. ~~*Were you*~~/*Have you been* [0] here long?

NELL No, we *came/'ve come* [1] the day before yesterday.

MEL I don't think you *met/'ve met* [2] my partner, Barry.

NELL Yes, we *met/'ve met* [3] at the Christmas party.

MEL You're not here on your own, are you?

NELL No, my sister's with me, but she *stayed/'s stayed* [4] in the hotel because she *didn't sleep/hasn't slept* [5] very well since we *got/'ve got* [6] here.

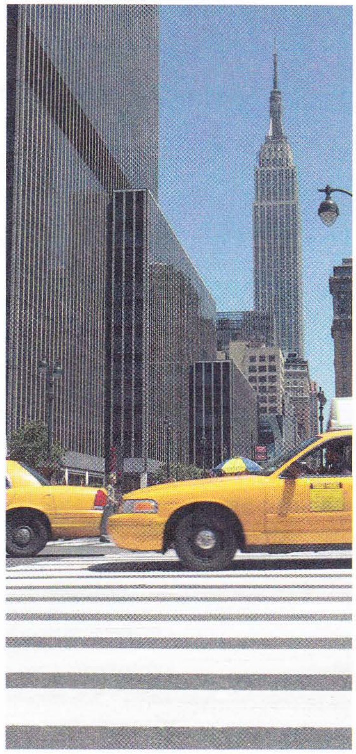
MEL We *were/'ve been* [7] here for a week and so far we *really enjoyed/'ve really enjoyed* [8] it.

NELL I *read/'ve read* [9] a couple of books about New York before we *set off/'ve set off* [10].

MEL Yes, we *did/have* [11], too. We *ate/'ve eaten* [12] at a couple of places that the books *recommended/have recommended* [13]. In fact, we *went/'ve been* [14] to a very good restaurant last night.

NELL And *did you visit/have you visited* [15] the Empire State Building yet?

MEL Yes, but there *was/has been* [16] an enormous queue so we *decided/'ve decided* [17] to walk up the stairs. I *never climbed/'ve never climbed* [18] so many stairs in my life.



B My home town

Two people talk about some changes in the city where they grew up. Complete the conversation with the correct forms of the words in the box and the words in brackets.

agree	become	bring	change	close	get	~~go~~	like	live	produce	visit

PAT I ...went... [0] to Sheffield a couple of weeks ago. The city .... [1] a lot since you and I .... [2] there. It's a nicer place to live in now.

VAL I .... [3] (not) the city for a while but I hear that it .... [4] a lot cleaner.

PAT Yes, in the old days the steelworks .... [5] a lot of smoke, but most of them .... [6] now. And you remember that they .... [7] rid of the trams in the 1950s.

VAL Yes, I .... [8] (not) with that at the time because I .... [9] riding on the trams.

PAT Well, guess what! They .... [10] them back.

VAL That is good news. I can see that I'll have to go back for a visit.

WORD FOCUS

Find a phrase in exercise B that has this meaning:

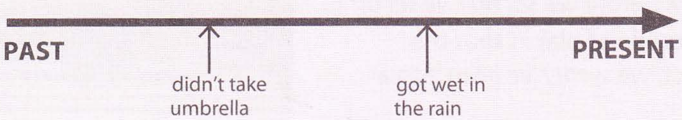
took away ....

04 Past simple and present perfect; past perfect
Past perfect

5 We form the **past perfect** with **had** + **past participle**:
*They **had taken** lots of photos.*
*What **had** the boys **done**?*
*She **hadn't finished** her course.*

(For more information on past participles, see p. 129.)

6 When we talk about two things in the past, we use the **past perfect** for the earlier event; this is to make clear which action happened first. Compare:
We forgot to take our umbrellas and we got very wet.
→ *We got very wet because we**'d forgotten** to take our umbrellas.*



I posted the letter before my wife mentioned it.
→ *When my wife mentioned the letter, I **had** already **posted** it.*

7 We often use the words **although**, **before**, **until**, **already**, and **never** with the **past perfect**:
*I **had never seen** an elephant **until** I went to India.*

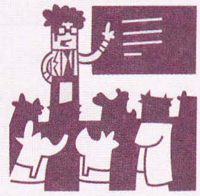
8 We use the **past perfect** in indirect speech. We use it to report both the present perfect and the past simple:
*'I **have** never **used** a mobile phone,' said Philip.* (present perfect) → *Philip told me that he **had** never **used** a mobile phone.*
*'I **passed** my test in September,' Mary told Ben.* (past simple) → *Mary told Ben that she **had passed** her test in September.*

(For more information on indirect speech, see units 13 and 14.)

Grammar in action

4 We use both the **past perfect** and the **past continuous** to give background information.

We use the **past perfect** to say what happened **before** something else happened:
Everyone had arrived when he started his presentation.



We use the **past continuous** to say what happened **around the time** that something else happened:
People were still arriving when he started his presentation.



5 We often use the **past perfect** after verbs of thinking, e.g. **think**, **know**, **believe**, **decide**, **forget**, **remember**, to say what we thought at an earlier time:
I thought we had agreed to get the 3.30 train.
Suzy knew we had forgotten her birthday.

6 We **do not use** the **past perfect** when we give a series of actions in the **order they happened**:
We sat down and we ordered our food. Then the fire alarm went off and we left the café.

But we do use the **past perfect** when we report the events in a **different order**:
We ordered our food after we had sat down…

And we can move the details of what we say into the background with the **past perfect**, keeping the most important or interesting information in the past simple:
We had sat down and ordered our food when the fire alarm went off.

C The reason why there was a problem

Complete the explanations by using a verb from the box in the past perfect. Use short forms where possible.

be	cause	create	~~do~~	see	tell

LAURA Lucy was expelled from school because she had upset some of the teachers.
JANE How ...had... she ...done...⁰ that?
LAURA She ....[1] a web page criticizing the teachers. Some of the teachers ....[2] it and they ....[3] the headmaster, so he expelled her on Monday. It seems a bit unfair, she ....[4] a student there for three years when they expelled her, and she ....[5] (never) any trouble before that.

apologize fall make notice put steal not take



JAKE The store detective accused my brother Tim of stealing.

BEN What .... he ....[6]?

JAKE Nothing. The detective ....[7] a mistake. He stopped Tim because he thought that Tim ....[8] some books in his bag, but the books ....[9] on the floor and nobody ....[10]. My brother ....[11] anything without paying. Tim was really angry and refused to leave the store until the detective ....[12].

D A report for the director

When a manager comes back from a business trip, he asks his staff what happened while he was away.

MANAGER Have there been any major problems while I was away?

ALICE No, nothing special.

MANAGER That's good to hear, Alice. And how are those drawings going?

ALICE Fine, I didn't finish them till last Friday but I sent them to the client on Monday.

MANAGER Good work. And Phil – have you arranged things with the insurance company?

PHIL Yes, I received their proposal on Monday and I've already written a reply.

MANAGER Fine. What about the new photocopier, David?

DAVID It hasn't arrived yet but I phoned Jacksons on Tuesday to remind them that the agreement was for delivery this week.

With this information, the manager writes a report for the director. Complete it by putting the verbs in brackets into the past perfect. Use long forms.

Yesterday morning I checked what had happened[0] (happen) while I was away. They told me that there ....[1] (be) no major problems. Alice explained that she ....[2] (not finish) the drawings until last Friday but she ....[3] (send) them to the client on Monday. Phil reported that he ....[4] (receive) the insurance proposal on Monday and that he .... already ....[5] (write) a reply. David told me that the new photocopier ....[6] (not arrive) but he ....[7] (phone) Jacksons to remind them that they ....[8] (agree) to deliver it this week. I told you before I went that I ....[9] (leave) instructions for my staff and you can see that they have worked well.

OVER TO YOU Now go to page 122.

05 The future
Going to

1 We can talk about future actions using the **present tense** of **be** with **going to + verb**. These are the forms:

*Look at those dark clouds. It's **not going to be** sunny this weekend, it's **going to rain**.*
*I'**m going to buy** some new shoes tomorrow.*
*When **are** you **going to speak** to your boss?*

2 We use **going to** to talk about something that is about to happen because of a previous decision:

*We haven't got any sugar. ~ I know. I'**m going to buy** some this afternoon.* (= she has already decided)

3 We use **going to** to predict future actions and events, when we base our predictions on evidence or knowledge:

*That pile of boxes doesn't look safe. I think they'**re going to fall**.* (I can see they don't look safe.)
*This snow **is going to ruin** my plants.* (I know that snow can do this.)

Grammar in action

1 We can use **going to** to talk about things that we plan to do or things that we have already decided to do:

I've got several things to do before I go on holiday. Tomorrow I'm going to have a haircut and buy some new shorts. On Friday I'm going to print out the tickets and check in online. And on Saturday, before I leave, I'm going to put all the pot plants outside so that my neighbour can water them.

2 We can use **going to** to talk about planned changes:

The sports club is going to build a new swimming pool. ~ What are they going to do with the old one? ~ They're going to turn it into two tennis courts.

3 We can use **going to** to make predictions about future events in our own lives or in the world, especially when we have a reason for our predictions:

Because of climate change, this area's going to be desert in a few years' time.
Why do you look so worried? ~ I haven't done any work, so I'm going to fail my exam.



4 We can use **going to** with '**… or not**' to talk about something that has been planned but which appears not to be happening; the speaker wants to confirm that the action is going to happen:

Well, are you going to come with me or not?

A Plan, change, prediction or confirmation?

Look at these sentences, taken from a newspaper. Which of the usages in *Grammar in action* do they show? Write 1, 2, 3 or 4.

0 The euro is getting stronger and stronger. It's going to be worth as much as the pound soon. [3]
1 The new government has announced that they aren't going to invest in nuclear energy. [ ]
2 There's a sale on tomorrow. I'm going to look for some new garden furniture. [ ]
3 Scientists observing the volcano say that it isn't going to erupt. [ ]
4 'Is the Prime Minister going to apologize or not?' the opposition leader demanded. [ ]
5 'I've just spoken to her', Moss's agent said, 'and she said she's going to stay in Spain for another week.' [ ]
6 The factory is going to move production of all new cars to China next year. [ ]

B The week ahead

Look at Mike's diary. Then complete what he says about his week's plans with the *going to* form of the verbs in the box. Use short forms.

Monday
clean the flat
Tuesday
~~write letters~~; send emails
Wednesday
do the week's shopping with Teresa
Thursday
~~revise for exam~~; watch international match
Friday
revise for exam
Saturday
prepare dinner for tomorrow

~~clean~~ do help prepare not revise
revise send show watch not write

This evening, I 'm going to clean [0] my flat. Tomorrow, I .... [1] some emails. I have decided I .... [2] letters because emails are so much quicker. On Wednesday, I .... [3] the week's shopping. Not on my own this time because Teresa .... [4] me. On Thursday evening, some friends and I .... [5] the international match on TV so I .... [6] for my exam that night. Instead, I .... [7] for it on Friday. On Saturday, I .... [8] the dinner for Sunday because my parents are coming on Sunday and I .... [9] them what a good cook I am now!

C Brisport town council's plans

The Brisport town council wants to attract more tourists. Complete this interview with the mayor using the *going to* form of the verbs. Use long forms.

INTERVIEWER With the government money you can now go ahead with your plans. Tell us some of the things that you are you going to do [0] (do). How .... you .... [1] (attract) more tourists?

MAYOR Well, the Works Department .... [2] (clean) the Town Hall and the Parks Department .... [3] (improve) the zoo.

INTERVIEWER That sounds good. What about cultural attractions?

MAYOR The Culture Department .... [4] (renovate) the museum but unfortunately we .... [5] (not install) an audio guide system. We couldn't get the funding this time.

INTERVIEWER Hmm. That .... [6] (disappoint) some people. What about information for the tourists?

MAYOR Well, we .... [7] (upgrade) the town website and the Tourist Department .... [8] (employ) two new guides.

INTERVIEWER And what about the councillors? .... they .... [9] (get) their money, or not?

MAYOR I'm afraid they .... [10] (not get) the pay rise they expected.



05

The future
Will and *shall*

4 We can talk about the future using **will + verb**:

*I **will be** 40 years old in January.*
***Will** the parcel **arrive** in time?*
*There **will not be** any pay rises this year.*

With **I** and **we** we also use **shall + verb**:

*I **shall be** at home tomorrow.*
*We **shall arrive** early.*

5 We often use the positive short form **'ll** and the negative short form **won't**:

*I**'ll** soon **be** 40 years old but I **won't feel** any older.*

The negative short form of **shall** is **shan't**:

*I **shan't be** much longer.*

6 We use **will** to express certainty and make predictions about the future:

*They **will announce** the results at 9p.m. this evening.*
*The Republicans **will lose**, I think.*

7 We use **will** to make offers and suggestions:

*I**'ll help** you with your homework.*

We also use the question form **Shall I / Shall we** ... + **verb**? to make suggestions and offers:

***Shall** we **go** to the cinema tonight?*
***Shall** I **book** the tickets?*

8 We use **will** to make promises, requests, threats, and warnings:

***Will** you **help** me move house? ~ Yes, of course I **will**.*
*Stop talking, or I**'ll send** you outside the classroom.*

9 **Will** is sometimes used to express 'willingness', i.e. a desire to do something:

*I know you like swimming. **Will** you **teach** her, as I haven't got time any more?* (= Are you happy to teach her?)

Grammar in action

5 We can use **will/shall** to give a view of how the world might be in a few years' time, or to make predictions about our lives:

We certainly won't travel as much as we do now because aeroplane fuel will be so expensive.
What will my life be like in 10 years' time? I imagine I'll be married or at least I'll have a steady partner. I'm not sure whether we'll have any children.

6 We use **will/shall** in positive sentences and **shall** in questions to make offers and suggestions, for example offering to help someone:

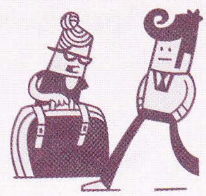


Shall I help you with your suitcase?
I'll give you a lift to the airport.

7 When we make a spontaneous decision at the moment of speaking, we use **will/shall**:

We haven't got any sugar. ~ Really? OK, I'll buy some this afternoon.

8 We use **will** in question forms to make informal requests:



Will you give me a hand, please?
(= Will you help me?)

D The optimist and the pessimist

Complete the opinions of the optimist and pessimist with *will* or *won't*. Circle the correct word.

OPTIMIST In a few years, medical science *will/won't* [0] eliminate most diseases.

PESSIMIST No, rich people *will/won't* [1] have access to doctors but poor people *will/won't* [2] and they *will/won't* [3] continue to suffer.

OPTIMIST Farmers *will/won't* [4] produce enough food for everybody so there *will/won't* [5] be any hungry people.

PESSIMIST Food *will/won't* [6] become more and more expensive and poor countries *will/won't* [7] be able to buy it.

OPTIMIST Scientists *will/won't* [8] find ways to produce cheap energy and the world *will/won't* [9] be much cleaner.

PESSIMIST Perhaps there *will/won't* [10] be cheap energy for some people but there *will/won't* [11] be enough for everybody.

OPTIMIST Wars *will/won't* [12] no longer exist and people *will/won't* [13] live together in harmony.

PESSIMIST Maybe there *will/won't* [14] be any traditional wars, but people *will/won't* [15] fight for water and other basic resources.

E A family argument

Sophia and her parents are having an argument. Complete the conversation with *will*, *won't* or *shall*.

MUM Sophia is still in her room. She won't [0] come down. ………… [1] you talk to her or ………… [2] I?

DAD ………… [3] we do it together?

MUM OK. Sophia, ………… [4] you come out and discuss this like an adult, please?

SOPHIA I ………… [5] only discuss it like an adult if you treat me like an adult.

DAD Sophia, I ………… [6] put up with this much longer.

SOPHIA Then I ………… [7] stay in my room.

MUM Look, come out, and I promise we ………… [8] listen to your points.

SOPHIA But you still ………… [9] let me go out clubbing, will you?

DAD Wendy, this isn't working, is it? ………… [10] we give up for now?

WORD FOCUS

Find a phrase in exercise E that has this meaning:

tolerate

…………

F Talking about the future

Complete these sentences using *will* or *going to* and explain your answers using the phrases from the box.

offer spontaneous decision warning promise ~~prediction based on evidence~~ decision made in advance

0 You're so sunburned! That 's going to hurt (hurt) tomorrow! prediction based on evidence

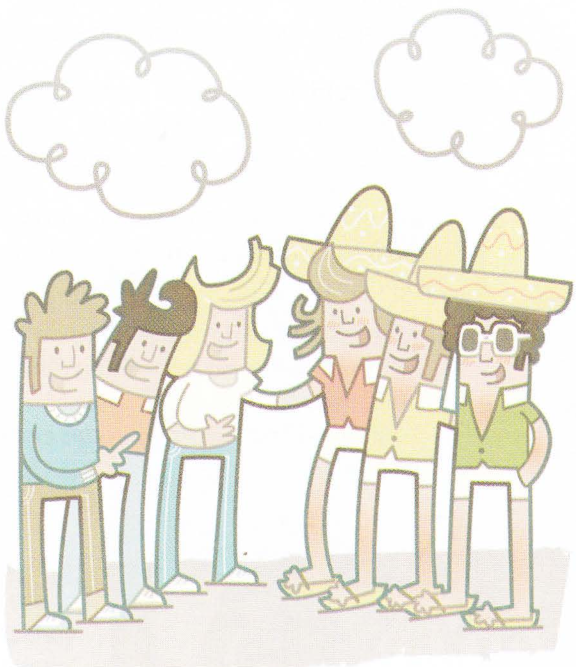
1 Don't steal those apples! I ………… (call) the police! …………

2 Is that suitcase heavy? I ………… (help) you carry it upstairs. …………

3 Look! There's Kelly. I ………… (go) and say hello to her quickly. …………

4 I booked our holiday yesterday. We ………… (drive) across America in a vintage Cadillac! …………

5 I'm sorry I broke your vase. I ………… (buy) you a new one tomorrow. …………



OVER TO YOU Now go to page 122.

06 Ability, permission, and requests
Ability: *can, could, be able to, managed to*

1 We use **can, could, be able to**, and **managed to** like this:

	VERB
*He **can***	***cook**.*
*He **could***	***cook**.*

	VERB	
*She **was able to***	***finish***	*on time.*
*She **managed to***	***finish***	*on time.*

2 **Can** and **could** always have the same form.

*Timmy **can play** the piano.*
*When I was 7, I **could swim** more than 200 metres.*

The negative forms are **cannot** (one word) and **could not** (two words), with short forms **can't** and **couldn't**.

*We **cannot accept** applications after the closing date.*
*She's sorry she **couldn't come** yesterday.*

We start questions with **can** and **could** (not *do*).

***Can** you **speak** another language?*
(NOT ~~*Do you can speak…*~~)
***Could** you **ride** a bike when you were four?*
(NOT ~~*Did you could ride…*~~)

3 **Ability**

We use **can** to talk about ability:

*Our daughter **can tie** her own shoes.*
*How many languages **can** you **speak**?*

4 We use **could** to talk about past ability in general:

*Sam **couldn't walk** until he was 18 months old.*
***Could** you **write** before you started school?*

5 We usually express future ability with **will be able to**:

*You**'ll be able to operate** the machinery at the end of this course.*

But we can use **can** if the ability to do something in the future depends on something else happening in the present or future:

*You **can** / **will be able to pass** this exam if you start revising now.*

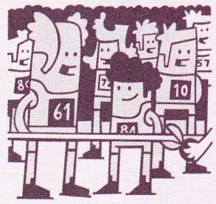
6 We use **was/were able to** and **managed to** for actions that were completed at a particular moment in the past:

*The coach caught fire but all the passengers **were able / managed to escape**.*

Grammar in action

1 We use **can** and **could** to talk about ability, for example when we describe skills in work or education:

We need someone who can work well in teams and on their own, and can use PCs and Macs.
Last year, Paul could only say a few words of English but now he can say whole sentences.



2 We use **could** to talk about general skills in the past. This might be a skill in sport:

I could run a marathon in under three hours when I was younger.

But we use **was able to** or **managed to** to talk about our ability to do something specific at a certain time in the past – for example, one particular achievement:

Because I trained for six months, I managed to run the 2009 London Marathon in under 3 hours.

3 We often use **can** instead of the present simple to talk about the senses (with **see**, **hear**, **feel**, **taste**, and **smell**):

I've got a cold, so I can't smell the coffee.
(NOT NORMALLY *I don't smell …*)
I can see the waiter walking this way.
(NOT NORMALLY *I see the waiter …*)
Can you taste the lemon in this cake?
(NOT NORMALLY *Do you taste …*)



> **TIP**
> We often use **managed to** to express our ability to do something difficult:
> *The piano was heavy but I managed to move it by myself.*

A Modern technology

Complete this text about modern technology with *can*, *can't*, *could* or *couldn't*.

You ....can't.... [0] deny that modern technology has changed our lives. With it, we ....can.... [0] do things now that we .... [1] do at all only a few years ago. For example, 10 years ago you .... [2] only phone from a building or a telephone box but now we .... [3] make a call wherever we are, and previously you .... [4] only use telephones to make phone calls but now you .... [5] also take photos with them. Of course, in the old days you .... [6] take photos with a camera, but you .... [7] take them without a film. Digital cameras .... [8] take hundreds of photos without a film, though you still .... [9] make copies of your photos without a printer.

Another thing is music. A few years ago you .... [10] only listen to your music collection at home but now, thanks to MP3 players, you .... [11] listen to it in the street or on the bus.

As for computers, 20 years ago people .... [12] do simple sums with a calculator but today, modern computers .... [13] solve enormous mathematical problems in a few seconds. And then there's the Internet. With the Internet you .... [14] send messages in an instant, and if you've got a question, you .... [15] use Wikipedia to find the answer. My grandfather says that he .... [16] believe how quickly everything has changed, he's always saying that you .... [17] do any of those things when he was young. However, as I tell him, you .... [18] enjoy the benefits of mobile phones, digital cameras, and computers unless you have enough money to pay for them.

WORD FOCUS

Find words in exercise A that have these meanings:

A in the past ....

B very big ....

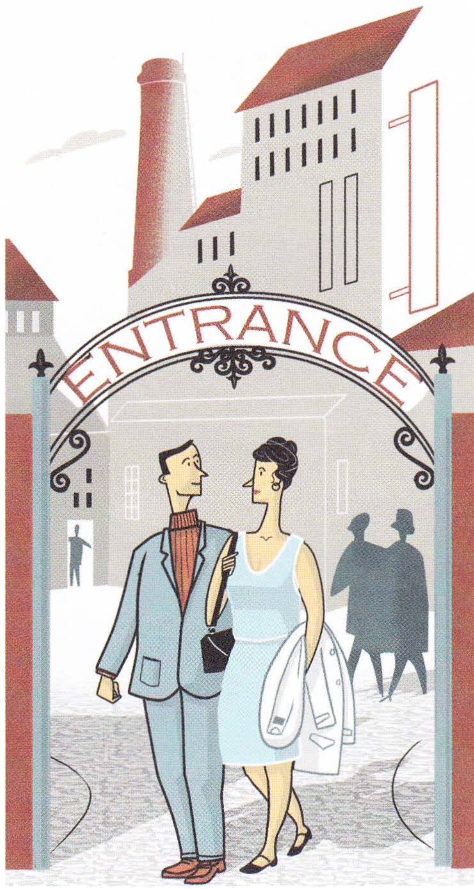
C advantages ....

B Generation differences

Complete this text by putting in each of the expressions in the blanks.

> be able · can · can't · can't · ~~could~~ · could · couldn't · managed · will be able · were able

When my father was young, he didn't have much money so he ....could.... [0] hardly afford any luxuries. I .... [1] remember exactly when he met my mother, but it was love at first sight. They worked in the same factory but they .... [2] see each other during the week because they worked different shifts. One day my mother said, "We .... [3] be young lovers for ever. If we don't save some money, I don't know when we'll .... [4] to get married." My father .... [5] see that she was right: they had to do something. So he started working an extra shift at the weekend and my mother started to take evening classes to learn accountancy. She didn't have much time to study but at the end of the year she .... [6] to pass the exam and get a job in the accounts department, which was better paid. After another six months they had enough savings and they .... [7] to get a flat of their own. Things are easier for my generation. My sister and I .... [8] buy almost anything we want. I hope my children .... [9] to say the same.



Ability, permission, and requests
Permission and requests: *can, could, may, will,* and *would*

7 We use **can, could, may** and **would** like this:

May I [VERB] *come in?*

The short form of **would** is **'d**.

8 Permission
We use **can** to give and refuse permission in the present:
You ***can go*** *to the party, but you* ***can't stay*** *later than 10 o' clock.*

For permission in general in the past we use **could** or **was/were allowed to**:
She was spoilt as a child – she ***could do*** *anything she wanted.*

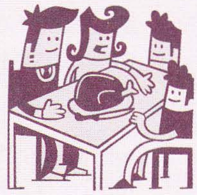
But to talk about permission at a specific time in the past, we must use **was/were allowed to**:
I ***was allowed to go*** *to the party last Friday, but I* ***wasn't allowed to stay*** *later than 10 o'clock.*

9 We use **can, could** and **may** to ask for permission to do something. We usually use **may** only with **I** or **we** in questions:
Can *we* ***stop*** *and have a rest now, please?*
Could *we* ***finish*** *early this Friday, please?*
May *I* ***take*** *this book home?*

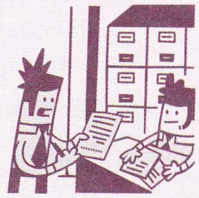
10 Requests
We use **can, could, will** and **would** when we ask someone to do something. **Would** is more polite:
Can *you* ***explain*** *this to me?*
Will *you* ***lend*** *me your dictionary?*
Would *you* ***pass*** *that book, please?*

Grammar in action

4 We use **can** and **will** for permission and requests in informal situations, such as when we're having a meal with family or friends:
Will you carve the meat, please?
Can I have some more carrots, please?



5 We use **could**, **may** and **would** in more formal situations, such as when talking to a teacher or senior colleague:
Would you sign this form, please?
Please could I leave the lesson five minutes early?



6 We use **could** to talk about things that we had permission to do in the past when the suggestion is 'for the whole of my childhood', 'throughout the 80s and 90s', etc.:
We could play out in the streets after dark as children, but I wouldn't let my sons do that.

When we are talking about having permission to do something on one specific occasion, we use **was/were allowed to**:
There was one time I was allowed to miss school for a football match, but usually my parents were too strict.

C How to be polite

Make these requests polite by using the modal in brackets, ***you*****, and** ***please*****.**

0 Tell Mrs Clarke that I've arrived. (would)
Would you tell Mrs Clarke that I've arrived, please?

1 Invite Mr Jones for an interview. (can)
....

2 Take a message. (could)
....

3 Ask Jim to email me. (would)
....

4 Collect the report from reception. (would)
....

D The surprise party

Complete this email using the phrases from the box.

be able   can   ~~can do~~   could   could organize   Could you   couldn't
I'll be able   managed to   managed to book   we can   weren't allowed
you help   you'll be able to help

Hi Olivia,

I'm trying to organize a surprise party for my sister, but I don't think I ....can do....[0] everything myself. When I was a student I ....[1] huge events for my rowing club all by myself, but I must be out of practice! ....[2] help me, please? Last week, I ....[3] the community centre for the party, but I ....[4] find anyone to help with the food. ....[5] to make a birthday cake on the day, but ....[6] you buy some drinks and crisps?

I've booked the centre until midnight and we ....[7] stay until 12.30 – that half an hour will be our cleaning-up time! At a party I went to last year, we ....[8] to play any music after 11.00 because of the neighbours! We'll ....[9] to have a proper party this time, though, as the community centre's in the middle of a sports field, so no one will hear us!

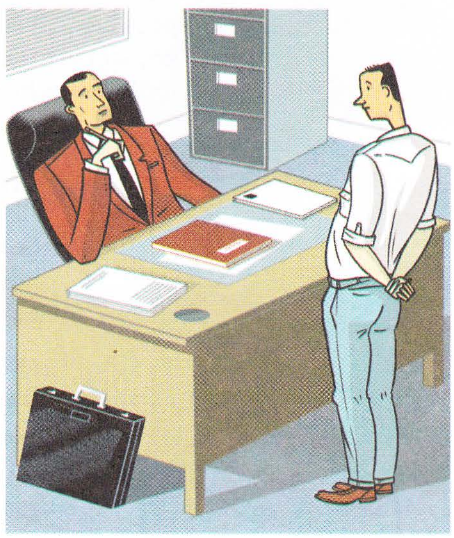
Anyway, could ....[10] me for an hour or so before the party so ....[11] get everything ready? The DJ is booked and I've invited everyone already. Sophie keeps her address book with her all the time, but I ....[12] print out her email address book on Friday.

I think that's everything! I hope ....[13]!

Sarah

E A young worker talks to his boss

Cross out the incorrect options.



WORKER I *would like / ~~want~~*[0] to speak to you for a moment. *May / Do* I[1] come in?

BOSS I *can't / may not*[2] see you at the moment because I'm busy. *Can / May*[3] you come at about 10 o' clock?

(*Later*)

WORKER *Could / Would*[4] I have a word with you now?

BOSS Yes, come in. What *can / may*[5] I do for you?

WORKER Well, today is my mother's birthday. Yesterday I finished work late. I *could / managed to*[6] buy her a birthday card from the stationer's, but the big shops were closed so I *can't / couldn't*[7] get her a present.

BOSS So you *want / would*[8] to finish work early today so you *can / may*[9] buy her a present. Is that it?

WORKER Yes, that's it exactly.

BOSS All right. But remember you won't *be able to / can*[10] use the same excuse until next year!

OVER TO YOU Now go to page 123.

07 Possibility and probability; perfect modals

Possibility and probability: *may, might, could, must,* and *can't*

1 We use **must**, **can't**, **may**, **might** and **could** like this:

Jenny ***might*** [VERB] ***know*** *the answer,*

2 Certainty

We use **must** to say that we are certain:

I haven't seen the neighbours all week. They ***must be*** *away.* (= From what I know, I can be certain that the neighbours are away.)

Lara has her hair done almost every day. It ***must cost*** *a fortune.* (= I can be certain that it costs a lot of money.)

3 Impossibility

We use **can't** to say that something is impossible:

The man in the photo ***can't be*** *Peter because he never wears a hat.* (= From what we know, we can say that the man is **not** Peter.)

Anna ***can't win*** *the race now - she's too far behind.* (= We can predict that Anna **won't** win the race.)

4 Possibility

We use **may**, **might** and **could** to talk about present possibilities, and to talk about future possibilities:

Your blue shirt ***may be*** *in the big cupboard.* (= From what we know, **perhaps** the shirt **is** in the cupboard.)

She ***might come*** *and see you tomorrow.* (= From what we know, **perhaps** she **will** come.)

We use **may not** and **might not** (**mightn't**) in negative sentences, but not **could not**. We use these structures to say that it is possible that something won't happen:

Ed ***may not know*** *how to find our house.* (OR *Ed* ***might not know*** ...) (= **Perhaps** he **won't** know ...)

Grammar in action

1 We use **must** and **can't** to draw definite conclusions about present situations based on what we know:

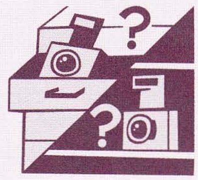
I can hear sounds from that room. There must be someone in there.

The rooms at that hotel are quite cheap. The price can't include breakfast.

2 We can use **may**, **might** and **could** to explore options for the future, for example when discussing a possible career:

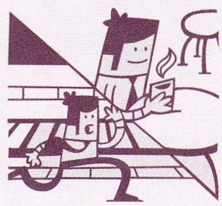
I don't know yet what I'm going to do after I finish. I may stay on at university or I could take a year off and go abroad. Someone might offer me a job!

3 We can use **may**, **might** or **could** to help make suggestions in order to solve a problem:



Do you know where the camera is? ~ I'm not sure. It might be in one of the desk drawers or it may be in the cupboard.

4 We use **may**, **might** and **could** to guess about a situation in the present when we don't know all the facts:



Where's Mike? ~ There might be a problem with his train. ~ Yes, or he could be at the café already.

A Choosing a present

Complete this conversation with *must* or *can't* and one of the verbs from the box.

~~be~~ be cost have love mean think

ANDY	I need some money. There must be[0] a bank round here somewhere.
MAX	Yes, round that corner, I think. What do you want the money for?
ANDY	To buy one of those new mobile phones for Kate.
MAX	They ....[1] a fortune! I've never bought Maria anything like that.
ANDY	Well, you ....[2] her very much then.
MAX	You ....[3] that money can buy people.
ANDY	Well, it can!
MAX	You ....[4] that seriously.
ANDY	No, not really. But Kate's very attractive. She ....[5] plenty of admirers and I don't want to lose her.

MAX But you told me that she wanted to marry you so she ....[6] interested in other men.

ANDY That's true. Perhaps I should buy her a ring instead and make it definite.

B But have you thought about ...?

In these short dialogues, the second person mentions something that the first person has not considered. Use *may* or *may not* and one of the verbs from the box to complete the sentences.

be	come	decide	get	have	~~like~~	~~prefer~~	want

KIM We're going to give our visitors fish for lunch.

SAM They ...may not like...[0] fish. They ...may prefer...[0] meat.

RUTH Our plan is to take our guests for a long walk as soon as they get here.

BEN They ....[1] to rest after their journey. In any case, they ....[2] walking shoes with them.

LEO I'm going to ask my uncle to give me a ride on his motorbike.

ANNE He ....[3] on his motorbike. He ....[4] to come by car.

LUKE I'm going to wait for our guests to arrive.

NAOMI They ....[5] here until this afternoon. There ....[6] a lot of traffic today.

WORD FOCUS

Find a word in exercise C that means 'some money from the government to pay for their education'.

....

C What to do, where to go

Holly and Adam have just got married and have gone on their honeymoon. A friend talks to Holly's mother about their plans for the future. Rewrite the parts in brackets using *must*, *can't* or *may/might*.

FRIEND Just married and on their honeymoon. ...They must be...[0] (I'm sure they're) very happy. Where are they going to live after they come back?

MOTHER ...They may stay...[0] (Perhaps they'll stay) with us for a while.

FRIEND What about work?

MOTHER They ....[1] (Maybe they'll go) abroad for a year.

FRIEND So Holly ....[2] (I assume that Holly's not) very interested in the job she's got. I thought she enjoyed her work.

MOTHER She does, but they both have one of those temporary contracts, and the company ....[3] (perhaps the company won't renew) them.

FRIEND Yes, that's always a possibility.

MOTHER Or they ....[4] (maybe they'll take) a postgraduate course.

FRIEND Would they get a grant?

MOTHER No, I don't think so but they've both worked for a couple of years so they ....[5] (I'm sure they have) some savings.

FRIEND But Adam's father has his own business, doesn't he? He ....[6] (Maybe he'll find) work for them.

MOTHER I'm not sure. Holly quite likes Adam's father but she ....[7] (perhaps she won't want) to work for him.

FRIEND You see. It's not easy to work for in-laws and it ....[8] (I'm sure it isn't) easy to live with them, either.

MOTHER All right. I see your point.





Perfect modals: *must have been, can't have done*

5 We use **must** and **can't/couldn't** + **have** + **past participle** when we are certain about situations in the past. **Must** and **can't** are opposites:

*I can't find my keys. I **must have left** them at home.* (= I realize it is true that I left my keys at home.)

*I couldn't open the garage door. ~ You **can't have tried** very hard; it wasn't locked.* (= I realize it is impossible that you tried very hard.)

6 We use **may/might/could** + **have** + **past participle** to talk about possibilities in past time:

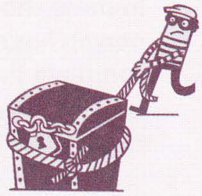
*Sally said she would call round this morning but she hasn't come. ~ She **may/might/could have** called while we were at the shops.* (= Perhaps she called then.)

*I'm not sure what sort of bird it was that I saw, but it **may/might/could have been** an eagle.* (= Perhaps it was an eagle.)

Grammar in action

5 We can use **must** and **can't** + **have** + **past participle** to draw definite conclusions based on evidence. Here, we are talking about a crime investigation:

The thieves stole a very heavy chest. It must have weighed a hundred kilos. One man alone can't have moved it so there must have been two or three of them.



6 We can use **may/might/could** + **have** + **past participle** to guess about the possible causes of things in the past:

We're not sure why the dinosaurs died out. An asteroid might have hit the earth, causing a dust storm that blocked out the sun and this could have led to a serious shortage of food. On the other hand, there may have been geological changes that destroyed the land where the dinosaurs lived.



D Police investigation

WORD FOCUS
A *constable* is a police officer.

Complete the following conversation with *must have*, *may have* or *can't have* and the correct form of the verb in brackets.

INSPECTOR What do we know about the body that was found in the river?

CONSTABLE It was of a fairly young man. He must have been⁰ (be) in his twenties. Judging by his appearance, he ....[1] (be) older than 30 or so. There were no marks on the body so he ....[2] (die) of natural causes, but we can't be sure, so we're treating it as a murder case.

INSPECTOR What else do we know?

CONSTABLE If someone drowns, they have water in their lungs, as you know. In this case, there was no water in the man's lungs, so he ....[3] (drown). He ....[4] (die) before falling into the water.

INSPECTOR Go on.

CONSTABLE There was food in his stomach, so he ....[5] (have) something to eat not long before he died. There ....[6] (be) poison in the food, of course, but we won't know that until we get the chemical analysis. And another thing, his wallet was in his jacket and there was quite a lot of money in it. So if he was murdered, the murderer ....[7] (kill) him for his money.

INSPECTOR Didn't his wallet have any identification?

CONSTABLE No, but there was a recent prescription for sleeping pills so he ....[8] (see) a doctor not so long ago.

INSPECTOR Has anyone reported a missing person matching his description?

CONSTABLE	No, so I'm sure he ....[9] (have) any family or friends round here. He ....[10] (be) a stranger to this part of the country.
INSPECTOR	Well, put all this in a report and let me know when you find anything else.

E Portrait of a genius

Complete this text about Leonardo da Vinci with *must have*, *might have* or *can't have* and the correct form of one of the words in brackets.

be be have imagine invent learn meet pose ~~recognize~~



Leonardo da Vinci (1452-1519) was a genius as a painter, sculptor and engineer.

People must have recognized[0] his talent early because he worked with the painter Verrocchio from the age of 14. Everyone in Verrocchio's studio had to work together on a variety of projects, so this is where Leonardo ....[1] about metal and wood as well as painting materials. He ....[2] for Verrocchio's statue of David but there is no evidence for this.

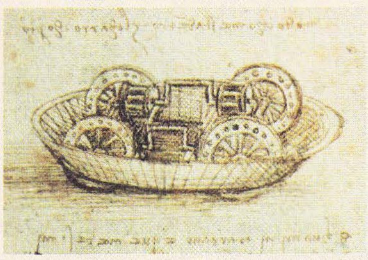
There is no record for Leonardo between 1476 and 1481. He ....[3] his own workshop at this time, but we can't be sure.

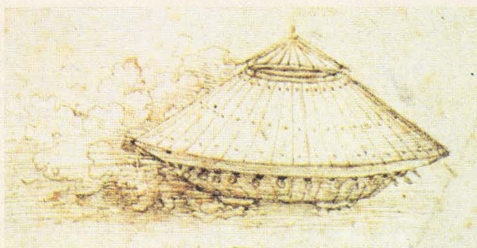
In 1495 Leonardo paid for the funeral of a woman called Caterina. At first people thought that Caterina was a servant girl, but she ....[4] simply a servant because the funeral was expensive. Nowadays, historians believe that Caterina ....[5] Leonardo's mother, but the evidence is not definite.

Leonardo ....[6] his great contemporary Michelangelo in about 1503, because the two of them worked together for the government in Florence.

Leonardo drew helicopters, tanks and submarines. He was aware that technology was not yet advanced enough for them to be made, but he ....[7] that centuries would pass before they became reality.

There is a legend that King François of France held Leonardo as he was dying. This is possible but not very likely. Some people believe that later painters ....[8] this detail in order to have a famous subject that they could paint, but not everybody agrees.





OVER TO YOU Now go to page 123.

08 Duty and obligation
Should, ought to, have (got) to

1 We use **should** and **ought to** like this:

	VERB	
*I **should***	***ask.***	
*They **ought to***	***report***	*it.*

2 The negative forms are **should not** and **ought not to**, with short forms **shouldn't** and **oughtn't to**:
*She **oughtn't to mention** the meeting to anybody. It's confidential.*
*They **shouldn't let** their children watch those violent films. They're much too young.*

3 We use **should** and **ought to** to express an opinion, give advice, or talk about the correct thing to do (someone's duty):
*Have you got a headache? You **should take** an aspirin.* (= I think the best thing to do is to take an aspirin.)
*It's illegal and dangerous. They **ought to report** it to the police.* (= It is their duty to report it.)

Should and **ought to** mean the same but we use **should** more than **ought to**.

4 We use **should** in questions to ask for advice. **Ought to** is less common in questions:
*What **should** I do about the broken window?*

5 We use **have to** like this:

	VERB	
*You **have to***	***return***	*this book before Friday.*

We use **have to** to talk about obligation (actions that are necessary because we think they are important, or because there are rules).
We use **do** in negatives, questions and short answers:
*British people **don't have to carry** identity cards.*
(= They are not obliged to carry them.)
***Do** we **have to pay** in advance? ~ Yes, you **do**.*

6 In informal situations we can express the same meanings with **have got to**; here, we use **have** in negatives, questions and short answers:
*I**'ve got to phone** my mum today.*
*I **haven't got to get** up early tomorrow.* (= I'm not obliged to get up early.)
***Have** we **got to come** with you? ~ Yes, you **have**.*

(Compare **must not** on p. 32 with the use of **don't have to** here.)

> **TIP**
> The meaning of **have (got) to** is stronger than that of **should** or **ought**. Compare:
> *I think all schoolchildren **should** wear a uniform.* (My opinion; NOT ~~*have to*~~.)
> *When you are on the premises, you really **ought to** wear your uniform.* (An expectation, not a strict rule; NOT ~~*have to*~~)
> *At High Storrs School, everybody **has to** wear a uniform.* (A school rule; NOT ~~*should*~~.)

Grammar in action

1 We can use **should** and **ought to** to say what we think is the best course of action, for example when we give advice on how to solve a problem:
If you have a high temperature, you shouldn't go to work, but you ought to ring and tell them. ~ Should I stay in bed? ~ Perhaps that's the best place to be, and you should drink lots of water or fruit juice.

2 We can also use **should** and **ought to** to say that we think something is someone's duty:
You ought to thank your grandparents for the present. You should send them a letter or card.

3 We can use **have to** to talk about official procedures and rules:
What do I have to do to get a passport? ~ You have to fill in an application form and include two photos. ~ Do I have to pay anything? ~ Yes, they cost about £75, I think.

A First job interview

Sheila is going for her first job interview tomorrow. Her mother gives her some advice. Complete the dialogue by writing *should* or *shouldn't* and one of the verbs from the box.

behave	choose	dress	~~leave~~	look	show	wash	wear

MOTHER If the interview's at 10 a.m., you ....should leave....[0] by about 9 a.m.
SHEILA OK. And how .... I ....[1]?

MOTHER Well, you ....² jeans for a start. I think you ....³ something simple but smart, like your blue suit. And I think you ....⁴ your hair before you go.

SHEILA How .... I ....⁵ in the interview itself?

MOTHER Well, you ....⁶ down at the floor all the time. Instead, you ....⁷ interest by always looking at the person who is interviewing you.

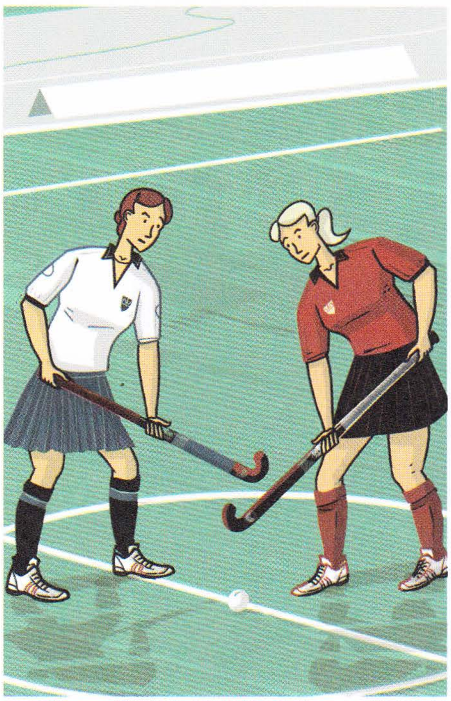
B Advice for tourists visiting a foreign country

Complete this advice for tourists by choosing the correct option.

- You *should/~~have to~~*⁰ learn a few phrases in the language. Local people like that.
- You *shouldn't/should*¹ always keep your money in a safe place; you *shouldn't/don't have to*² carry it in your back pocket.
- You *ought to/shouldn't*³ leave the main tourist areas; some districts can be dangerous.
- You *ought not to/don't have to*⁴ sunbathe much in the first few days, and you *have to/should*⁵ always use high-factor sun cream.
- You *ought to/ought not to*⁶ avoid drinking tap water and eating unwashed fruit if you are in a remote area. You *ought not to/don't have to*⁷ drink bottled water everywhere, but you *should/shouldn't*⁸ find out if the tap water is safe to drink.
- You *should/shouldn't*⁹ respect local customs and you *shouldn't/don't have to*¹⁰ visit holy places unless you are respectably dressed.
- Make sure you know the local laws. For example, in some countries you *have to/shouldn't*¹¹ carry your passport and driving licence with you when you are driving.

C Joining a hockey club

Petra has decided to join a hockey club so she goes to talk to the trainer. Complete the conversation with *should, shouldn't,* or *(not) have to.*



TRAINER Hello, Petra. So you want to join the hockey club.

PETRA Yes, what do I have to⁰ (I) do to join?

TRAINER Well, you ....¹ tell reception your name and phone number. Otherwise we can't contact you.

PETRA And ....² (I) pay anything?

TRAINER No, not at first because it's a trial period, so you ....³ pay anything for the first month, but you ....⁴ attend all the practices and matches. That's the rule.

PETRA And what do you think I ....⁵ wear?

TRAINER Well, members have no choice: they ....⁶ wear the team colours. But for the trial period you ....⁷ wear good trainers, a T-shirt and shorts.

PETRA Anything else?

TRAINER Yes, you ....⁸ eat a lot just before a practice because it might give you indigestion, but you ....⁹ bring a bottle of water with you because hockey is thirsty work.

08 Duty and obligation
Must, need to

7 We use **must + verb** when we think it is important to do an action (obligation) and **must not + verb** (**mustn't**) when something is against the rules (prohibition):

*You **must do** exactly what the doctor says.*
*You **mustn't take** any photos in here.*

We can use **must** in questions, but we normally prefer **have to**:

***Do** we **have to stay** until the end of the meeting.*
(less usual = ***Must** we **stay** until the end of the meeting?*)

8 We use **need to + verb** to talk about an action that we think or feel is necessary:

*You **need to stop** wasting so much time.*

We use **do** in negatives, questions and short answers:

*You **don't need to keep** telling me that!*
***Do** you **need to see** my passport? ~ Yes, I **do**.*

We can also use **needn't** in negative sentences:

*You **needn't keep** telling me that!*

9 We use **don't have to, don't need to** or **needn't** when something is unnecessary, not **mustn't**:

*You **don't have to / needn't take** your shoes off inside, but you can if you want to.* (= It is unnecessary to take your shoes off.)
Compare: *You **mustn't take** your shoes off.* (= It is wrong to take your shoes off.)

> **TIP**
> **Must** and **have (got) to** have very similar meanings, but **must** tends to be more personal while **have (got) to** tends to be more impersonal:
> *You **must** come to the party.* (I'm telling you.)
> *You **have to** pass two tests to get a licence.* (That's the law.)

Grammar in action

4 We can use **must** and **have to** to tell someone about rules and formalities:

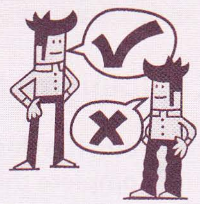
In Britain you have to drive on the left and everybody has to wear their seat belt all the time. You don't have to pay anything to drive on the motorway but you must drive within the speed limit.

5 We can use **need to** to talk about what is necessary in order to do a job:

What do we need to do before we start painting? ~ First, we need to move the chairs into the hall. Then we need to cover the table and the cupboards.

6 We use **mustn't** to say that something is wrong, and **don't have to** to say that something is allowed, but not obligatory. This might be when explaining the policies of an institution:

In my job, you don't have to wear a tie every day, but you mustn't wear jeans.



WORD FOCUS
What is the correct definition of a *shortcut*?
A a fashionable hairstyle
B a more direct route

D Instructions for Lily

Complete the dialogue with *must, mustn't* or *don't have to*.

MUM	This morning you ....must....[0] go and see Grandma.
LILY	Can I go on my bike?
MUM	No, you ....[1] go on your bike because there are some eggs to take.
LILY	What else do I have to take?
MUM	Don't worry. You ....[2] carry anything else. But it's quite cold so you ....[3] wear your warm coat, the red one with the hood.
LILY	Is it all right if I take a shortcut through the wood?
MUM	No, you ....[4] go through the wood. You ....[5] stay on the footpath.
LILY	Oh, all right.

MUM And you ....[6] get to Grandma's by 11 o' clock because she needs the eggs. So you ....[7] stop to pick flowers or anything. And above all you ....[8] talk to any strangers.

LILY I hope I ....[9] have lunch at Grandma's. She doesn't cook as well as you do.

MUM No, you can come home for lunch, but you ....[10] say anything to Grandma about her cooking.

E School open day

The local school is having an open day for parents next Saturday. A committee of two teachers and two pupils meets to make arrangements. Complete the discussion with a present simple form of *need* and *to* where necessary.

TEACHER Well, Mr Tomkins isn't here yet, but he's told me that we ...don't need to...[0] wait for him, so let's start. What .... we ....[1] do before Saturday?

PUPIL 1 We ....[2] mark out the playground so that each class has enough space for its exhibition. Most of the classes ....[3] much space but one of them ....[4] a bigger area because they've got a big display.

PUPIL 2 We ....[5] decorations for the corridors. We ....[6] put them up before Friday, but we certainly ....[7] make them before then. We'll tell all the classes.

PUPIL 1 And someone ....[8] order drinks and crisps and everything. I can do that if you like.

TEACHER All right. And you have to choose someone to make a short speech. It ....[9] be someone with a strong voice.

PUPIL 2 We ....[10] choose anyone because Isabella has already volunteered.

TEACHER That sounds just like Isabella.

F Storm warning

Very heavy rains are forecast for the next few days. Read the weather warning, and complete it by crossing out one of the two options in each case.

Recent experience of storms shows that everybody *needs/~~must~~*[0] to play their part to avoid major problems. In general, if you *mustn't/don't have to*[1] go out, then you *should/need*[2] stay at home. As for school pupils, if public transport is not affected, then they *must/need*[3] attend school as usual, but if the journey looks dangerous, they *mustn't/don't have to*[4] take any risks to reach school. Working adults *ought/must*[5] decide on the best way to get to work, but anyone who is driving and comes to a flooded river, *must/has*[6] not attempt to cross it. You *mustn't/don't have to*[7] switch off your electricity and gas at the mains now, but if your house starts to flood, you *shouldn't/must*[8] do this immediately. You *mustn't/should*[9] listen to the radio to hear any flood warnings and houses that are at risk *ought to/don't have to*[10] have sandbags ready to block doors.



OVER TO YOU Now go to page 123.

09 Infinitives and *-ing* forms (1)
Verb + infinitive or verb + *-ing*

1 Some verbs are usually followed by an **infinitive**:

*We've **arranged to meet** tomorrow.*
*We're **planning to have** a party.*
*I **promised to call** her tonight.*

We use an **infinitive** after these verbs:

afford agree aim arrange begin decide deserve expect fail hope intend learn manage need offer plan pretend promise refuse seem start threaten want

We make a negative sentence with **not**:

*She **managed not to lose** her keys this time.*
*He pretended **not to hear**.*

2 Some verbs are usually followed by an **-*ing* form**:

*Do you **enjoy flying**?*
*I **hate getting** wet.*

We use an **-*ing* form** after these verbs:

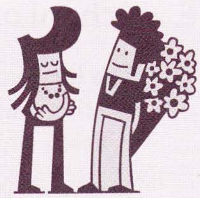
admit adore avoid can't stand consider deny dislike don't mind enjoy escape fancy feel like finish imagine involve keep (on) look forward to mention mind miss practise regret resist suggest understand

Grammar in action

1 We can use verbs such as **aim, arrange, hope, plan + infinitive** to talk about arrangements:

We aim to arrive around 7 p.m., then we've arranged to meet some old friends for dinner, so we hope to see you after that.

2 We often use verbs about intentions and decisions followed by the **infinitive** to explain why we do things:



Chris decided to buy Anne some flowers.

3 We can describe our likes and dislikes with many verbs that take an **-*ing* form**. Here, someone is looking back over their holiday:

I really enjoyed seeing the Taj Mahal, and I loved eating so much spicy food. But I disliked being so hot all the time.



A Making holiday arrangements

Read this holiday advertisement. Use the verbs in brackets, in the correct form, to complete the information.

Have you decided where to go on holiday this year?

We promise ....to help.... [0] (help) you decide.

Do you enjoy .... [1] (cycle) in the countryside and .... [2] (walk) in the mountains? If you fancy .... [3] (escape) from the crowds and .... [4] (do) something different, and you don't mind .... [5] (share) your holiday with others, we offer .... [6] (show) you the most fantastic places. If you can't afford .... [7] (spend) a lot of money, don't worry! We promise .... [8] (beat) any price offered by our competitors.
We always aim .... [9] (give) our clients the best possible holiday experience.
Contact us on 01632 960893 for more information about our fantastic range of holidays.
And you just need .... [10] (mention) this advertisement to get an extra discount!

B Big decisions

Complete the dialogue with the correct form of the verb in brackets:

MATT What are you hoping ....to do....⁰ (do) after you leave school?

CLAIRE Well, I'm planning ....¹ (spend) some time relaxing, but I've promised ....² (look) properly at whether I'd like ....³ (go) to university or whether I want ....⁴ (find) a job.

MATT Don't you have to plan ....⁵ (study) at university before you finish school - a year in advance?

CLAIRE You certainly can arrange ....⁶ (start) at university straight after school, but I've always hoped ....⁷ (work) abroad as an English teacher before continuing my studies. My parents seem ....⁸ (encourage) me and my brother to be independent: I intended ....⁹ (organize) something soon, but they suggested ....¹⁰ (take) some time off while I think about my decisions.

MATT That sounds amazing! My parents said that I needed ....¹¹ (decide) about my plans before I finished school. They wanted me to enjoy ....¹² (work) in a job, so they suggested ....¹³ (organize) some work experience over the holiday. I really enjoyed ....¹⁴ (meet) the people and ....¹⁵ (earn) my own money, so when the company offered me a full-time job, I accepted straight away!

WORD FOCUS

Find words in exercise B that have these meanings:

A in a different country ....

B agreed to take ....

C Explaining why we do things

A major supermarket is planning to charge shoppers for plastic carrier bags. Read these comments posted on a website. Use the verbs in the box to complete the gaps.

plan	~~use~~	~~avoid~~	take

'I think it's almost impossible to ....avoid using....⁰ plastic bags when you go shopping. I always ....¹ a bag with me, but I usually forget.'— Dave, Oxford.

pay	refuse	need	think

'People ....² about the planet. We should all ....³ for these bags and bring our own.'— Jeanne, Birmingham.

shop	manage	put	go

'We all ....⁴ every week. If we plan ahead, we can all ....⁵ some bags in the car before we go to the supermarket.'— Kazumi, Cambridge.

make	raise	keep on	hope

'I think the problem here is that the supermarkets ....⁶ a lot of money by selling bags. They ....⁷ prices and everything is more expensive.'— Sandra, Edinburgh.

decide	go	threaten	change

'The best solution is for everyone to ....⁸ to another supermarket, then they will quickly ....⁹ this stupid policy.'— Martin, Cardiff.

09 Infinitives and *-ing* forms (1)
I invited her to come.

3 We can use some verbs with a person as object + infinitive, e.g.:

*I **want my son to learn** Russian.*
*Will you **encourage them to take** part?*
*Jack **helped me to mend** my bike.*

Notice that when the person is in the form of a pronoun, it is the object form: **me, him, her, us, them.**

We use these verbs in this structure:

allow	ask	cause	encourage	expect	force	
get	help	invite	leave	like	love	need
prefer	persuade	teach	tell	train	want	

> **TIP**
> These verbs always take an object:
> **dare, encourage, force, invite, order, persuade, remind, teach, tell, warn.**
> *She taught **me** to play the piano.*
> *He's invited **his parents** to go with him.*

4 Now look at these examples. We can use **make** (= force), **let** (= allow) and **help** + person with a verb (infinitive without **to**):

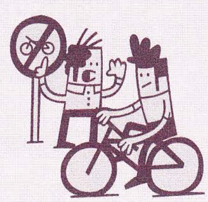
*The police didn't **make her sign** anything.*
*Will you **let the children come** with us?*

Grammar in action

4 We can use **advise**, **ask**, **beg**, **challenge**, **encourage**, **instruct**, **invite**, **order**, **persuade**, **remind**, **request**, **teach**, **tell**, **urge**, **warn** + object + infinitive to talk about how one person influences another:

My teacher encouraged me to apply for university, but she warned me not to be too hopeful.

5 We use **allow**, **enable**, **forbid**, **permit** and **require** + object + infinitive, and **let** + verb to explain what is permitted or allowed:



They won't allow you to cycle here.
This pass will enable you to enter the premises.

D How I became a rock star

The famous rock star, Zak Gellar, is describing how he began his career in music. Re-write the sentences using the verbs given.

0 My teacher said I should listen to more music. (encourage)
My teacher encouraged me to listen to more music.

1 My brother showed me how to play the guitar. (teach)
....

2 My mother thought I would go to university. (expect)
....

3 My father said to me, 'You should study engineering.' (want)
....

4 When I first met my manager, he said, 'Please give me a chance.' (persuade)
....

5 My manager showed me how to get a record deal. (help)
....

6 The famous musicians, 'The Rolling Faces', said to me, 'Please join our tour.' (invite)
....

E Miranda's school report

Complete Miranda's school report by forming sentences using the words in brackets and adding *to* where necessary.

Class Teacher's comments:

Miranda has had a very mixed year. As you know, we have allowed her to study [0] *(have allowed / study / her) four subjects instead of three this year. However, we haven't* ....[1] *(let / her / choose) those subjects. We have also* ....[2] *(her / permitted / study) at home on Mondays. We therefore* ....[3] *(expected / her / do) much better than she has.*

Art Teacher's comments:

What a fantastic year for Miranda! She ....[4] *(deserves / be) top of the class! I would seriously* ....[5] *(apply / encourage / her) for Art School in the future. Although, clearly we can't* ....[6] *(her / make / go) to college if she doesn't want to.*

Geography Teacher's comments:

Poor Miranda! What a disappointing year! I'm afraid I must ....[7] *(remind / you / aim) higher. And, try to* ....[8] *(let / me / help) you sometimes.*

Headteacher's comments:

I must ....[9] *(you / warn / work) harder next year!*

F Sean's new bicycle

Read what happened to Sean's new bicycle. There are mistakes in the eleven phrases underlined. Rewrite the phrases, correcting the mistakes.



Sean's parents bought him a new bicycle ride
Sean's parents bought him a new bicycle to ride [0] to school. They encouraged to him to take ....[1] a lock for the bicycle, because they didn't want anyone steal ....[2] it. On the first day, they reminded to take Sean ....[3] the lock to school. But, unfortunately Sean was very forgetful, so he failed take ....[4] the lock with him. When he arrived at school, he left the bicycle outside the classroom.

When Sean finished class, he it expected to be ....[5] there. But it wasn't! Someone had taken it. His friends him helped look ....[6] for it, but they couldn't find it. They decided him to call ....[7] the police, and they Sean persuaded to tell ....[8] his parents what had happened. They were annoyed with Sean because they had warned not to forget ....[9] the lock. After that, they wouldn't let Sean to take ....[10] anything new to school.

OVER TO YOU Now go to page 123.

10 Infinitives and *-ing* forms (2)

I like to play tennis or *I like playing tennis*

1 Some verbs can take an **infinitive** or an ***-ing*** form, with the same meaning:

begin	continue	hate	intend
like	love	prefer	start

*I **like to go** for long walks.*
*I **like going** for long walks.*
*The waiters **continued to clear** the tables.*
*The waiters **continued clearing** the tables.*

> **TIP** Notice that **would hate / would like / would love / would prefer** are always followed by an infinitive with **to**.

2 We can use an **infinitive** or an ***-ing*** form with these verbs, but with a change of meaning:

try	remember	forget	stop

*I **tried to see** Mary but she was in a meeting.*
(= I made an attempt/I did my best to see Mary.)
*If you can't get to sleep, **try counting** sheep.*
(= Experiment to see if counting sheep helps.)

*Did you **remember to buy** some bread?*
(= Remember first, then do something.)
*Do you **remember going** to London when you were 3?*
(= Do something, then you remember it.)

*I **forgot to phone** your sister.*
(= I didn't remember to phone.)
*I'll never **forget seeing** Rio de Janeiro for the first time.*
(= I will always have a memory of seeing Rio.)

*I was walking home from school and **stopped to play** football.*
(= I stopped so that I could play football.)
*I **stopped playing** football two years ago, when I broke my leg.*
(= I played football in the past, but I don't play now.)

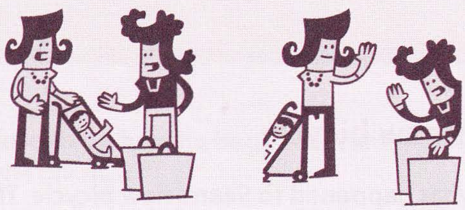
Grammar in action

1 We can use **can't bear**, **can't stand**, **hate**, **like**, **love** and **prefer** + **infinitive** or ***-ing*** form to talk about our likes and dislikes, feelings and preferences:

I can't bear waiting at bus stops and I can't stand to stand in a queue. (= I don't like waiting and I hate to stand in a queue.)

2 We use **stop** + **infinitive** or ***-ing*** form to talk about the order things happen in:

Emma stopped to talk to Maria.
(= She stopped what she was doing to talk to her.)
Emma stopped talking to Maria. (= She talked to her, and then she finished.)



A Infinitive or *-ing* form?

Cross out the incorrect form in these sentences.

0 Have you seen my hat? ~ Yes, I remember *seeing* / ~~*to see*~~ it in the kitchen yesterday.
1 *The End of Reason* is a fantastic film. You must remember *seeing / to see* it when you get a chance.
2 I can't stop *thinking / to think* about the book I read last night - it was very moving.
3 What would you like for dinner? ~ I have too much work to do - I can't stop *thinking / to think* about food!
4 I would love *going / to go* for a walk this afternoon.
5 I mustn't forget *showing / to show* you my photographs tomorrow.
6 I'll never forget *showing / to show* my father the painting I did of him - he thought it was terrible!

B The weekend's visit

Ewan is planning to visit his brother, Matt. Read his letter and complete the sentences using the verbs given.

Hi Matt,

Just a quick letter about the weekend. I've tried to contact ⁰ (try / contact) you by email several times, but you didn't reply, so I've ....[1] (stop / try).

I'll be there on Saturday, and I would ....[2] (like / see) some of my old school friends. You know I really ....[3] (like / play) football with them in the park. Can you ....[4] (remember / contact) them all to say I'm coming? Or, if they would ....[5] (prefer / watch) a match, we can go to the stadium. Do you ....[6] (remember / go) to that match when I came to see you at Christmas? We all ....[7] (try / not cry) when our team lost, but it was impossible. I've ....[8] (stop / support) them now, as they played so badly that day.

What about Jamie, has he ....[9] (stop / grow) yet? I remember he was nearly six feet tall when he was 12! He said he ....[10] (hate / be) so tall. Has his sister, Katie ....[11] (start / like) football yet? You can tell me all the news when I get there.

OK, that's it for now. Don't ....[12] (forget / meet) me at the station on Saturday at six o' clock!

See you soon,

Ewan

C Anita's blog

Read Anita's blog. Use the verbs in the box in the correct form to complete the sentences.

tell talk model get relax do work study go be ~~set~~

Bad start to the day! Didn't remember to set [0] the alarm and I forgot ....[1] Mum I had to get up early. So I was late for school again. That's the third time this week. You may think I don't like school, but believe it or not, I actually love ....[2] to school! But I suppose I would prefer not ....[3] all the time. I would like ....[4] sometimes and do nothing for a change. I also hate ....[5] all these exams!

If I wasn't at school, I would love ....[6] as a model like my friend Jasmine. In the future, I want to work in fashion and I tried ....[7] once in order to get some experience. I didn't have very much success, though.

Anyway, I tried ....[8] to my teacher when I finally got to school to explain, but she was too busy. When I saw her later, she said that if I continued ....[9] late every day she would tell my mum and dad. What can I do? I must do my best to get up early tomorrow and try ....[10] to school on time!



10 Infinitives and *-ing* forms (2)
Painting is hard to do, etc.

3 We can use the *-* ***ing*** form of a verb as the subject of a sentence:

Driving isn´t easy.
Does ***swimming*** *strengthen your back?*

These subjects can have their own objects and adverbs, e.g.:

Driving a lorry *isn't easy.*
Does ***swimming regularly*** *strengthen your back?*

We can also say:

My favourite sport is ***windsurfing****.*
My daughter's hobby is ***painting****.*

4 Adjective + infinitive
We can use this structure after the verbs **be**, **seem**, **appear**, **look**:

*She****'s afraid to speak*** *to him.*
He ***looked pleased to see*** *us.*

Common adjectives in this pattern are:

afraid annoyed curious delighted
difficult easy funny great happy
hard impossible likely nice pleased
right sad sorry surprised unlikely
wonderful wrong

> TIP
> We often use **verb + adjective + infinitive** after **it**:
> ***It's funny to see*** *my sister on TV.*
> (NOT USUALLY *To see my sister on TV...'*)
> ***It's wrong to criticize*** *him.*

5 Adjective + preposition + *-ing* form
Look at these examples:

Our daughter's ***afraid of flying****.*
We were very ***excited about going*** *to Chile.*
He's not very ***good at listening*** *to other people's ideas.*
Rachel's ***used to getting up*** *early.* (= She has no problem with getting up early regularly)

Common combinations are:

afraid of capable/incapable of
excited about fond of
brilliant/clever/good/hopeless/terrible at
keen on interested in tired of used to

Grammar in action

3 We use ***-ing*** forms to express many different activities. Here, we are comparing different sports:



My favourite sport is skiing but of course you can only do it in the winter. ~ Running and cycling are what I like best.

We often use **go + *-ing*** form for sports and other activities:

Len goes cycling every Saturday.
We'll have to go shopping tomorrow.
Have you been skiing this year?

4 Another common use for ***-ing*** forms is in signs with **no**, to forbid actions that are against the rules:



NO WALKING ON THE GRASS!
NO SMOKING!

5 We can use **adjectives with infinitives** or with a **preposition + *-ing*** form to explain our feelings and reactions:

Clare was surprised to see us but she was excited about talking to her cousins because she was interested in finding out how they were doing at school. It was great to chat to her, too.

or to give opinions and make comments:

It's impossible to understand her, but I'm fond of hearing her laugh!

6 We can describe people's strengths and weaknesses using **adjectives** with a **preposition + *-ing*** form. Here, someone is talking about a colleague at work:

She's very good at working in a team, and she's brilliant at planning her work.

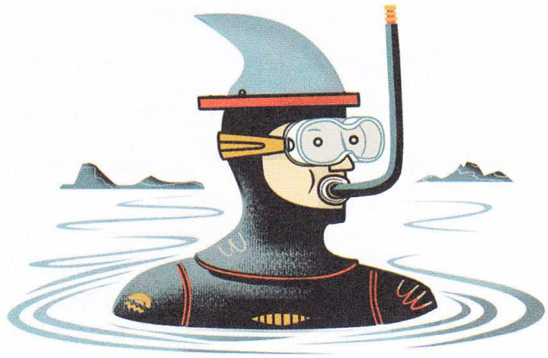
D Job applications

All these people applied for the same job. Look at the notes made at their interviews and write sentences about their strengths and weaknesses. Use a preposition and the correct form of the verb.

Work in a team	Stella	very good
	Robin	hopeless
Use a computer	Robbie and John	afraid
	Martin and Peter	brilliant
Write reports	Helen	very keen
Talk to customers	Rosa	not interested
	Karma	excited
Answer the telephone	Nandeep	terrible
	Hitomi and Ronald	incapable



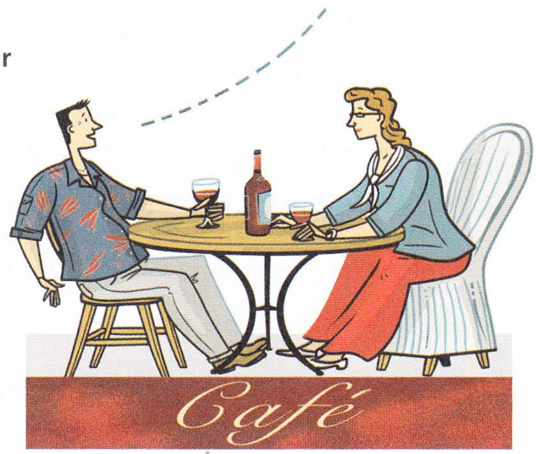
0 Stella is very good at working in a team.
1 Robin ....
2 Robbie and John ....
3 Martin and Peter ....
4 Helen ....
5 Rosa ....
6 Karma ....
7 Nandeep ....
8 Hitomi and Ronald ....



E Holiday memories

Penny and Donna are in a café talking about their holiday. Complete their conversation with the correct form of the verbs from the box.

be	bring	collect	find	remember
see	~~sit~~	sunbathe	swim	windsurf



PENNY It was a wonderful holiday. Just sitting [0] here in the sunshine reminds me of that little bar near the beach.

DONNA The beach where we went .... [1] in the sea?

PENNY You mean where we tried .... [2] and you never managed to get on the board!

DONNA That's true, but it was fun, anyway, and at least we enjoyed .... [3] on the sand afterwards.

PENNY Yes, and I'm glad we weren't in the water when that shark appeared. Imagine .... [4] a shark's lunch!

DONNA I don't think it was a shark, but I'll never forget .... [5] everybody race out of the water. They all wanted to avoid .... [6] out if it was a shark or not. Did you remember .... [7] your photos to show me?

PENNY No, I forgot .... [8] them from the shop.

DONNA You're hopeless at .... [9] the most important things in life!

WORD FOCUS

Find phrases in exercise E that have these meanings:

A leave the water very quickly ....

B discovering ....

OVER TO YOU Now go to page 123.

11 The passive
Present and past tenses

1 The object in the active sentence corresponds to the subject in the passive sentence:

All schools teach [OBJECT *maths.*]
[*Maths* SUBJECT] *is taught in all schools.*

2 We make the **passive** form with auxiliary verb **be** + **past participle**. The form of **be** changes person (1st, 2nd, 3rd) and tense. The past participle always stays the same:

Present simple:	*All letters **are typed**.*
Present continuous:	*The house is **being painted**.*
Past simple:	*The school **was built** in 1978.*
Past continuous:	*The grass **was being cut**.*
Present perfect:	*The car **has been repaired**.*
Past perfect:	*The table **had been reserved**.*

We form negatives and questions in the same way as in active sentences:

*The game **isn't being televised** tonight.*
*The party **hasn't been organized**.*
***Were** the windows **being cleaned**?*
***Had** the decision **been made** when you arrived?*

(For a list of irregular past participles, see p. 129.)

3 We can mention the agent (the person / thing that did the action) in a passive sentence with **by + noun**:

Hamlet *was written **by Shakespeare**.*

4 We can use the **passive** when the person/thing that did an action is not relevant, or not known:

What is paper made from? ~ It's made from wood.

Usually we do not need to mention the agent in a passive sentence. We do not mention it if it is not important for the meaning of the sentence:

The house was built ~~by some builders~~ in 1888.
(We do not need to say 'by some builders' as this does not give any new information.)

Grammar in action

1 We can use the **passive** to talk about processes, for example scientific or historical processes:

Originally iron was made using a wood fire, but later steel was produced in a furnace that burnt coal. Nowadays most of our steel is imported.

2 We often use the **passive** in formal writing to sound impersonal. This example is from a newspaper report:



The country has been affected by flooding; hundreds of people have been evacuated; many still need to be airlifted to higher ground.

3 We use the **passive** with **by** if we want to focus on the subject of the passive sentence. This might be so that the sentence connects better with the one before. This is useful in extended written and spoken descriptions, such as this guided tour:

We're now in Endigate Street. This street was designed by famous architects who were empoyed directly by the King.
('This street' links to the previous sentence.)

Or it might be because the sentence would not make sense without mentioning the agent.

The theatre was designed by Hawksmoor. ('The theatre was designed' would not make sense.)

A Food production

Write complete sentences about food production using the verb in the present simple passive.

0 Cheese / produce / from milk.
Cheese is produced from milk.

1 Grapes / grow / in many countries. About half / eat / as fruit and half / make / into wine.
....

2 Nowadays, most fruit / wash / before it / sell / to the public.
....

3 At sea, fish / freeze / as soon as they / catch.
....

4 Some fish / keep / in fish farms. They / feed / with food that / produce / in a factory.

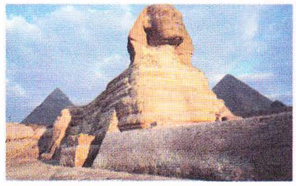
....

5 Oranges / often / pick / when they are green because they / transport / thousands of miles.

....

6 Flour / make / from cereal grains such as wheat and rye. It / use / to make bread and cakes.

....







B Historical events

Make questions and answers in the past simple passive using a verb from the first column and a person from the second column.

build	Usain Bolt, a Jamaican athlete
~~compose~~	Alexander Fleming, a Scottish scientist
discover	John Logie Baird, a Scottish inventor
invent	~~John Lennon, an English popstar~~
paint	Leonardo da Vinci, an Italian artist
win	J. K. Rowling, a British author
write	the ancient Egyptians

0 'Imagine' Who was 'Imagine' composed by? It was composed by John Lennon, an English popstar.
1 the Mona Lisa ....
2 penicillin ....
3 the television ....
4 the Harry Potter books ....
5 the 100m sprint at the Beijing Olympics ....
6 the pyramids ....

C A fire at the school

Rewrite the sentences using the passive.

0 They'd already served dinner at the school.
Dinner had already been served at the school.

1 A few minutes later, someone found a fire in the school kitchen.

....

2 The fire started because someone had left a cooker on.

....

3 They notified the fire brigade a few minutes ago.

....

4 They've evacuated the school.

....

5 Someone has counted all the students.

....

6 They're checking the school to make sure no one is still inside.

....

7 They're allowing the students to go home early.

....

11

The passive
Future and modal passives; *have something done*

5 Future and modal passives
We use **be + past participle** after **will**, **be going to**, **must**, **should**, **have to**, etc. for the future and modal verbs in the passive:

The future
*He'**ll be invited** back next year.*
*Those trees **are going to be cut** down.*
***Is** she **going to be offered** the job?*

Modal verbs
*Doors **must be locked** at the end of the day.*
*The letters **should be checked** before they are sent out.*
*The cheques **have to be signed** by two people.*

6 Some verbs can have two objects, e.g. **ask**, **give**, **lend**, **offer**, **pay**, **promise**, **sell**, **send**, **show**, **teach**, **tell**. With these verbs, we usually make the indirect object of an active sentence the subject of a passive sentence:

ACTIVE: *An ex-spy taught* [INDIRECT OBJECT: ***Jack***] *Russian.*
PASSIVE: [SUBJECT: ***Jack***] ***was taught*** *Russian by an ex-spy.*

A person can often be the subject in a passive sentence with these verbs:
***Lily** was given some chocolates.*
***Mike** has been promised more money.*

7 Have something done
We can also form passive-type sentences like this:

have + object + past participle

Present simple:	*I **have my hair cut** every six weeks.*
Present continuous:	*He'**s having his car serviced** today.*
Past simple:	*Sally **had her eyes tested**.*
Present perfect:	*You'**ve had your windows cleaned**.*
Going to:	*They'**re going to have their bedroom painted**.*
Modal verb:	*I **must have my shoes mended**.*

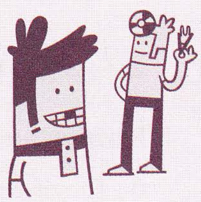
The subject is the person who decided, not who did the action. Compare:
Our neighbours are painting their house.
(= They are doing the painting themselves.)
*Our neighbours **are having their house painted**.*
(= Someone is painting the house for the neighbours.)

TIP
We can also use **get + object + past participle**, in informal situations:
*Where do you **get your car serviced**?*

Grammar in action

4 We can use the **passive** to talk in a factual way about official plans and decisions:
The town centre is going to be re-designed next year as a pedestrian area. Private traffic will be excluded and a regular bus service will be introduced.

5 We often use **have/get something done** to talk from the point of view of a customer about professional services, such as haircuts, building work, dental work, etc. **Get** is more informal:



Jeevan had his tooth taken out yesterday.
We're getting an extension built on the garage.

D The life of a film star

Complete the sentences about the film star Jemima Joseph's life using a form of *have something done*. Use the correct tense each time.

0 The shops deliver all Jemima's shopping each week.
Jemima has all her shopping delivered each week.

1 Someone else answers all her fan mail.
She ....

2 Last week, a hairdresser coloured Jemima's hair.
Last week, she ....

3 A photographer is going to take Jemima's photo next Friday.
She .... next Friday.

4 Last year, a designer made a special dress for Jemima, for the Oscars.
Jemima .... for the Oscars last year.

5 A reporter suggested that a dentist has whitened Jemima's teeth.
A reporter suggested that Jemima ....

6 Some people are decorating her flat.
At the moment, she ....



E Changes at the school

At a school meeting, the teachers talk about changes. Complete the text by putting in the correct form of the verbs in brackets.

MRS SMITH Well, now that the new extension has been completed[0] (complete) and the new computers ....[1] (install), we can look at other changes that ....[2] (need).

MR JONES How much money can ....[3] (spend) this year?

MRS SMITH Well, last year, as you know, the school ....[4] (give) just over £15,000 to cover running costs. This year, the final figure isn't going to ....[5] (decide) until July, but it ....[6] (expect) to be around £17,000.

MR TIMMS We ....[7] (promise) more than that at the beginning of the year.

MS SLATER That was before the municipal elections. What politicians say before the elections can't always ....[8] (trust).

MRS SMITH Anyway, what's urgent? Last year, we .... the classrooms ....[9] (have/paint). What should we ....[10] (have/do) this year?

MR TIMMS I think we should .... the heating system ....[11]. (have/check) Some rooms were quite cold last winter.

MRS SMITH That sounds sensible and it would only take up about half of the budget. What else?

MR JONES What about the old ovens in the kitchen? Shouldn't they ....[12] (replace)?

MS SLATER Quite right! The cooks ....[13] (tell) long ago that the ovens would be the top of the list.

MRS SMITH Well, that means that not much money will ....[14] (leave) over for other things. We'd better find out how much these two things will cost before any other decisions ....[15] (take).

WORD FOCUS
A *budget* is a sum of money reserved for a particular purpose.

OVER TO YOU Now go to page 123.

12 Phrasal and prepositional verbs
Phrasal verbs

1 **Phrasal verbs** have two parts: a verb (e.g. **look**) and an adverb (e.g. **up**, **out**):

*Ken **looked up** the new words in his dictionary.*
*You'll have an accident if you don't **look out**.*
*What time do we have to **check in**?*

2 Some phrasal verbs have an object:

*Mike threw away **his old jeans**.*
*May I take off **my jacket**?*

When the object is a noun (e.g. **his old jeans**), it can come before or after the adverb:

*Mike **threw** his old jeans **away**.*
OR *Mike **threw away** his old jeans.*
*May I **take** my jacket **off**?* OR *May I **take off** my jacket?*

When the object is a pronoun (e.g. **them**), it must come after the verb and before the adverb:

*Ken **threw** them **away**.*
*May I **take** it **off**?*

3 Some common phrasal verbs that have an object are:

call back/off drop off fill in (a form) find out give up (= stop doing) hand in look up (in a dictionary, etc.) make up pick up put away/down/off/on/up sort out take off (clothes) tell off throw away tire out try on turn down/up (TV, stereo) switch/turn on/off (lights, TV)

4 Some phrasal verbs do not have an object:

*You'll have an accident if you don't **look out**.*
*What time do we have to **check in** at the airport?*
*Emily **isn't in** at the moment.*
*During the week I **get up** at 7 o' clock.*

5 Some common phrasal verbs that do not have an object are:

be in/out/away/back fall out (= argue) get up, give in / give up (= admit defeat) go/carry on (= continue) go out (= do something for entertainment) hang on / hold on (= wait) look out (= pay attention) set off = (leave) shut up (= be quiet) take off (= leave the ground)

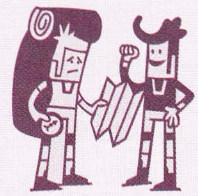
*They used to be friends but they've **fallen out**.*
*What time are you going to **set off**?*

The meaning of a phrasal verb is often different from the meaning of the verb and adverb alone, e.g. **look up** = consult, **look out** = be careful, **call off** = cancel. You cannot usually guess the meaning, and should use a learner's dictionary instead.

Grammar in action

1 In informal English, we often use a phrasal verb where in formal English we would use a single verb, e.g. **find out** (informal) = discover (formal), **sort out** = arrange, **set off** = leave. For example, we might talk to a friend about a trip:

Did you find out when we need to set off? ~ Yes, I've sorted it all out.



A Everyday exchanges

Complete each of these short dialogues by adding an object + an adverb.

0 Has the match been cancelled? ~ Yes, they called ......it off...... yesterday.
1 Do you think this skirt will fit Sara? ~ I don't know. I'll get her to try ....
2 One of us has to collect Peter from school. ~ OK. I'll pick ....
3 Have we still got that old lamp? ~ No, I threw .... last week.
4 Aren't you too warm in those boots? ~ Yes, I think I'll take ....
5 The music's very loud. ~ OK. I'll turn .... a bit.
6 How long do we have for the projects? ~ We have to hand .... on Friday.
7 Who invented that stupid story? ~ I think he made .... himself.
8 Have you got any cigarettes? ~ No, my doctor told me to give ....

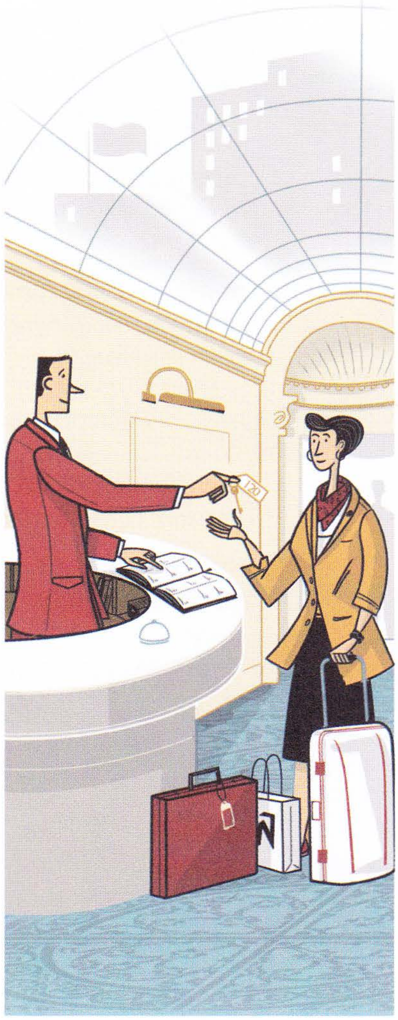
9 Are you busy? ~ Yes, I am. Can I call ………… later?

10 What time did you get home? ~ The taxi dropped ………… at 1.30.

B Arriving at a hotel

Sue Nopes is staying at a hotel on a business trip. Complete the text using the phrasal verbs from the list. Include the pronouns and nouns in brackets.

check in dress up fill in get up give up go on hang on
look up ~~set off~~ sort out take off tire out turn off



RECEPTIONIST Hello, Ms. Nopes. Nice to see you again. Have you had a good flight?

SUE Well, I set off [0] from home at half past five because I had to get to the airport to ………… [1] before 6 o'clock. But at least the plane ………… [2] on time, so it was all right.

RECEPTIONIST That's fine. You don't need to bother with the form. I'll ………… [3] (it) for you. Would you like a non-smoking room?

SUE Yes, I ………… [4] smoking last winter when I had such a terrible cold.

RECEPTIONIST It'll be room 504. We had a bit of trouble with the temperature there yesterday but I think they've ………… [5] the air conditioning now.

SUE I can't stand air conditioning. I always ………… [6] (it) as soon as I get into the room. Incidentally, we're having dinner at the Oriole restaurant. Do you know where it is?

RECEPTIONIST Please ………… [7] just a moment. I'll ………… [8] the address for you.

SUE It's with work colleagues so I won't have to ………… [9] specially for it, but it'll probably ………… [10] until midnight.

RECEPTIONIST That's a long day. Here we are – 25 Jermin Street.

SUE Thanks. Yes, these long days ………… [11] (me) but at least I won't have to ………… [12] early tomorrow morning because my flight back doesn't leave until half past eleven.

C Mother and children

A mother is complaining to a friend about her teenage children. Complete the text by filling each gap with one of the words in the box.

away carry fall give go on on out
out ~~pick~~ put shut turn ~~up~~ up up

They are so untidy. They never pick [0] their things up [0] or ………… [1] their clothes ………… [2] in the cupboards. Some days they are the best of friends, but then they ………… [3] ………… [4] and argue and tell each other to ………… [5] ………… [6]. And they always seem to ………… [7] the television ………… [8] when I'm talking on the phone so I can't hear what the other person's saying. Or they ………… [9] ………… [10] to see their friends without saying where they are going. Sometimes I feel ready to ………… [11] ………… [12] altogether, but then I realize that most parents have these problems and we all simply have to ………… [13] ………… [14].

Phrasal and prepositional verbs

Prepositional verbs

6 Prepositional verbs have two parts: a verb (e.g. **look**) and a preposition (e.g. **at**, **after**)

*Come and **look at** the sunset.*
*Who's **looking after** the baby?*
*Can you **deal with** Ms. Turner?*

7 Prepositional verbs always have an object; the object can be a noun (e.g. **Ms. Turner**) or a pronoun (e.g. **her**).

*Do you **believe in** ghosts?*
***Wait for** us!*

The object always comes after the preposition.

NOT ~~*Do you believe ghosts in?*~~
NOT ~~*Wait us for!*~~

8 The meaning of a prepositional verb is sometimes easy to guess:

*I'll **pay for** the drinks.*
*The exam **consists of** three parts.*

However, sometimes the meaning is different from the meanings of the two parts:

*I **came across** an old friend.* (= met)
*Do you see what I'm **getting at**?* (= trying to explain)

Some common prepositional verbs are:

apply for ask for believe in belong to
call for/at/on come across consist of
deal with feel like get at/over laugh at
listen to look for/into/after pay for
stand for talk about think about/of wait for

9 There are also a few verbs that have three parts:

catch up with get away with get on with
go out with live up to look down on
look forward to look up to put up with
run out of

These verbs always have an object:

*I'm **looking forward to** your visit.*
*How can you **put up with** it?*

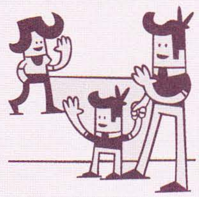
It is often difficult to understand the meaning of three-part verbs from the meaning of the parts:

*Do you **get on with** your colleagues?*
(= have a friendly relationship with)
*She **looks up to** her older sister.*
(= admires and respects)

Grammar in action

2 We often use prepositional verbs in informal situations – for example, when talking to friends or family:

I ran into my nephew the other day.
He really takes after my brother.



TIP The phrase **I look forward to hearing from you** is useful in formal letters when we expect a reply.

D Email to a friend

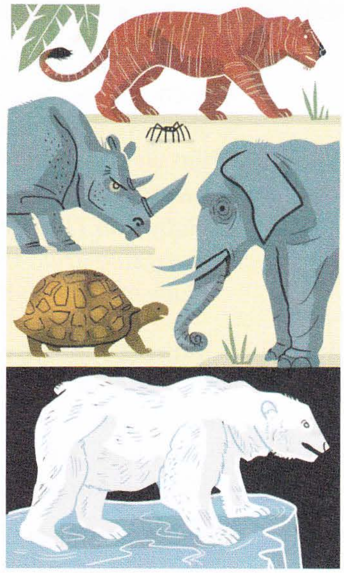
Below is an email from one friend to another. Put the words in the correct order to make sentences.

0 (email / for / Thank you / your) Thank you for your email.
1 (getting / glad / I'm / infection / over / you're / your) ....
2 (Sally / Is / after / you / looking ?) ....
3 (You / like / visitors / feel / at / moment / won't / the) ....
4 (London / call / come / on / to / us / when / you / But) ....
5 (forward / looking / seeing / to / We're / you) ....

E Looking for a volunteer

Complete the dialogue using the correct form of two words from the box in each gap.

about after ~~belong~~ consist deal find for for for
look look of out pay stand think ~~to~~ with



JAMES You know that I ...belong to...⁰ a charity organization.
BILL Oh, yes. What's it called?
JAMES EAT. It ....[1] European Animal Treatment. We try to ....[2] some groups of endangered animals. Well, we're ....[3] a part-time volunteer. I thought you might be interested.
BILL What does the job ....[4]?
JAMES The person will have to ....[5] emails and answer the phone. Perhaps write some letters. Of course, EAT will ....[6] the stamps and anything else you need. If you want to ....[7] more about it, you can go to the website.
BILL It sounds interesting. I'll certainly ....[8] it.

F Trouble at work

Carol tells Alice about her problems. Complete the dialogue by putting in the correct form of one of the verbs from the box, and include the words in brackets.

apply for ask for break down carry on feel like fill in
find out get away with ~~get on~~ get on with look for
put away put off put up with run out of tell off

ALICE Well, Carol – how are you ...getting on...[0] in your job?
CAROL Not very well. I don't really ....[1] my boss at all. I can't ....[2] his lazy way of doing things. He does things when he ....[3] (it) rather than when we need it and as for decisions, he always ....[4] (them) until the last minute.
ALICE How does he ....[5] (it)? Doesn't anyone ....[6] (him)?
CAROL Well, he plays golf with one of the directors. Anyway, last week he told me the photocopier had ....[7] and asked me to ....[8] what had happened.
ALICE And what was the problem?
CAROL Nothing, it had simply ....[9] ink. And I ....[10] some new ink supplies two weeks ago. I followed the normal procedure by ....[11] an order form and taking it to him but he just ....[12] (it) in one of his drawers. And obviously he never sent it.
ALICE I think you should ....[13] a new job, because you can't ....[14] like this.
CAROL I know. I've already started looking. I ....[15] two jobs last week, but so far I haven't heard anything.
ALICE Well, good luck!

WORD FOCUS

Find phrases in exercise F that have these meanings:

A avoids doing them until later ....

B avoid the consequences ....

OVER TO YOU Now go to page 123.

13 Indirect speech (1)
Reporting statements

1 We can report what someone said in two ways: direct speech and indirect speech. When we use direct speech, we use the exact words that someone says. When we use indirect speech we give the meaning of the words, but not the exact words:

Ruby said 'I love you, Ben.' (direct)
Ruby said (that) she loved Ben. (indirect)
Ruby told Ben that she loved him. (indirect)

2 In **indirect speech**, we usually use a past reporting verb (e.g. **said**) and we often change the tense of the original verb:

*Toby said, 'We **are meeting** at my flat.'*
*Toby said (that) they **were meeting** at his flat.*

Here are examples of some typical tense changes:

present → past		
am/is/are → was/were	take → took	
is taking → were taking		
present perfect → past perfect		
have taken → had taken		
past simple → past perfect		
took → had taken		
modals		
will → would	must → had to	can → could
may → might	should → should	would → would
could → could		

3 In **indirect speech**, we often change pronouns and possessives to keep the same meaning:

*Toby said, '**We** are meeting at **my** flat.'* (direct)
*Toby said (that) **they** were meeting at **his** flat.* (indirect)

4 We often have to change expressions of time and place:

*Sara said, 'We're leaving **tomorrow**.'*
*Sara told me that they were leaving **the next day**.*

Here are some typical changes of this sort:

direct	indirect
here	there
this	that
today	that day
yesterday	the previous day / the day before
tomorrow	the next/following day / the day after
next month, etc.	the following month / the month after, etc.
last month, etc.	the previous month / the month before, etc.
three days ago	three days before/earlier
come	go

5 In indirect speech, **say** does not have an indirect object but **tell** must have one:

Ruby said that she loved him.
Ruby told Ben/him that she loved him.
NOT ~~*Ruby said Ben/him that she loved him*~~.
NOT ~~*Ruby told that she loved him*~~.

> **TIP**
> We sometimes use **to** after **say** like this:
> *What did Ruby **say to** him?*
> *Ruby wanted to **say** something **to** Ben.*

Grammar in action

1 **Indirect speech** is often used by reporters in the media:



Yesterday evening, film stars Nelson Faulkes and Amy Skelp told our reporter that they were going to get married next week.

2 We often use **indirect speech** to tell someone else what we have heard in a talk or speech:

The lecturer said that global warming would be the main issue in mid-century politics.

We also use **indirect speech** to tell someone about something we have read. We can use verbs such as **said** even though we are talking about writing:

In his Times *column, Wilson said that* At Gloaming *was the best film he had seen for a long time.*

3 We often use **indirect speech** when we gossip with friends, family and colleagues:



That guy in HR said he didn't like the new manager at all, but I think she's OK.

A Voicemail messages

Lizzie has eight voicemail messages. Below are some of the things her friends left on her voicemail. Complete the sentences to show what she said to her boyfriend about the messages, changing the tenses, pronouns, and possessives.

0 Fred said, 'I need to borrow your ladder.'
Fred said he needed to borrow our ladder.

1 Rachel said, 'I'm going to France.'
Rachel said ....

2 Tom said, 'My mother's given me £50.'
Tom told me ....

3 Jane and John said, 'We've moved into our new house.'
Jane and John said ....

4 Sara said, 'I can't finish my essay.'
Sara told me ....

5 Craig said, 'I'll remind John about our meeting.'
Craig told me ....

6 Lena said, 'The parcels arrived safely.'
Lena said ....

B Moving into a new house

Read the dialogue, then complete the text.

SUZY Hi, Jane. What are you doing here?

JANE I'm buying some curtains. We moved into our new house last month and there's lots of work to do.

SUZY Really?

JANE Yes, we finished painting the house last week and John cleared the garden yesterday.

JANE We've got a bit of a problem though. Our new furniture was delivered a couple of weeks ago but I can't arrange it until next week because the carpets haven't arrived. I hope it will look nice when it's finished. My parents are coming to visit us next month.



I saw Jane in the DIY store a few weeks ago. I asked her what she was doing there [0] and she said she was buying new curtains. She told me that they'd moved into their new house .... [1]. She said that they'd finished painting it .... [2] and that John .... [3] the garden the day before. She explained that their new furniture had been delivered .... [4], but she couldn't arrange it until the following week because the carpets .... [5]. She said she hoped it would look nice when it was all finished, and added that her parents .... [6] to visit them .... [7].

13 Indirect speech (1)
Reporting questions

6 **Indirect questions** are not real questions so they do not have the word order of questions or a question mark (?):

I said, 'Where does Penny live?' (direct)
I asked (them) ***where Penny lived.*** (indirect)
NOT ~~*I asked (them) where did Penny live.*~~

Neil said, 'Are you from Sweden?' (direct)
Neil asked (me) ***if I was*** *from Sweden.* (indirect)
NOT ~~*Neil asked (me) was I from Sweden.*~~

7 As well as **ask**, we can use **wonder** and **want to know** to report questions, e.g.:

'When will I hear from David?' Liz asked herself.
Liz ***wondered*** *when she would hear from David.*

'Who has opened my mail?' asked Clare.
Clare ***wanted to know*** *who had opened her mail.*

8 Many questions begin with a question word (**what**, **where**, etc.). These also appear in the **indirect question**:

'What *are you doing, Tim?' said the teacher.*
The teacher asked Tim ***what*** *he was doing.*

'Where *does Peter work?' my mother asked.*
My mother asked me ***where*** *Peter worked.*

9 When the original question does not have a question word, the **indirect question** has **if** or **whether**:

'Do you know the answer?' she asked.
She asked me ***if/whether*** *I knew the answer.*

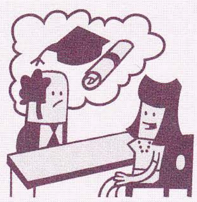
'Is Isabel Spanish or not?' said Ian.
Ian asked ***if/whether*** *Isabel was Spanish or not.*

> **TIP**
> We cannot use **say** or **tell** to report indirect questions:
> *Bill asked (me) if Sandra was a teacher.*
> NOT ~~*Bill said if Sandra was a teacher.*~~
> NOT ~~*Bill told me if Sandra was a teacher.*~~

Grammar in action

4 We can use **indirect questions** to summarize conversations such as job interviews or meetings:

I asked all the candidates if they had university degrees and which languages they could speak. Then I asked them what experience they had and how they felt about working in a team.



C Reporting a meeting

Read the dialogue and then complete how Suki later reported the meeting to a friend. Use *say*, *tell* or *ask* for the reporting verb and standard changes in the tenses.

ERIC Hello, Suki. What are you doing in Brighton?
SUKI I came to visit my aunt but I've decided to stay for a couple of days. Do you live here?
ERIC Yes, I've lived here since 2004. Where do you live?
SUKI Near Gatwick Airport. I have a small flat there.
ERIC This afternoon I'm going to the aquarium. Do you want to join me?
SUKI I can't. Some friends are coming to see us.
ERIC OK. See you next week at work then.

I saw a colleague called Eric when I went shopping. He ...asked...[0] me ...what I was doing...[0] in Brighton. I ....[1] him that I ....[2] to visit my aunt. I also ....[3] that I ....[4] to stay for a couple of days. I ....[5] him ....[6] in Brighton and he ....[7] me that he ....[8] here since 2004. Then he ....[9] me ....[10] and I ....[11] that I ....[12] a small flat near Gatwick Airport. He ....[13] me he ....[14] to the aquarium later and ....[15] me ....[16] to join him. I ....[17] that I ....[18] because some friends ....[19] to see us. We'll see each other next week, anyway.

D What happened in the interview?

After leaving school, Zara has an interview for an administrative job. Read the interview and then complete what she said to her parents.

WORD FOCUS

A *vacancy*, in this context, is a job which is unfilled.

HELEN Let me start by asking you some questions about school. Did you like school?

ZARA I enjoyed some subjects more than others. I've always preferred science subjects.

HELEN Yes, that's clear from your report. But do you have any language qualifications?

ZARA No, I don't, but I speak French fairly well. You see, my father's French and I often visit my cousins in France.

HELEN I see. What about hobbies? What do you do in your spare time?

ZARA I'm a voluntary paramedic.

HELEN Really? What does a paramedic do?

ZARA Well, I work at the weekends helping ambulance staff.

HELEN Did you do a course to become a paramedic?

ZARA Yes, everybody has to do a course before they can start.

HELEN I'm not sure that you'd like administrative work. There isn't much opportunity for you to use all of your skills.

ZARA Are there any other vacancies?

HELEN The company doctor is looking for a new assistant, I'll speak to him and I'll let you know what he says.

The interviewer asked me if I had liked school [0] and I told .... [1] some subjects more than others. I also said .... [2] science subjects. She asked .... [3] any language qualifications and I said .... [4] French fairly well because of you, Dad, and because I often .... [5] my cousins in France. Then she asked me .... [6] in my spare time and I told .... [7] a voluntary paramedic. I said .... [8] at the weekend with the ambulance staff. She asked me .... [9] a course and I told her .... [10] a course before they .... [11]. At the end of the interview, she said she .... [12] sure that .... [13] like administrative work and she said that there .... [14] much opportunity for me to use all of my skills. I asked .... [15] any other vacancies. She said the company doctor .... [16] an assistant and she said that .... [17] and let me know what he .... [18].



OVER TO YOU Now go to page 124.

14 Indirect speech (2)
Reported requests, orders, and advice

1 In indirect speech, we use **ask**, **tell** and **advise** like this to report requests, orders and advice:

	verb	+ object	+ infinitive
The secretary	**asked**	us	to fill in the form.
Mr Mills	**told**	the children	to stand up.
The doctor	**advised**	Mr Preston	to exercise.

When the request, order or piece of advice is negative, we add **not** before **to**:

*Mr Mills told the children **not** to stand up.*

We can use these verbs to explain what people say, but we don't necessarily use their exact words. Other common verbs in this structure are:

advise forbid invite order persuade remind warn

'You really should stop smoking.' → *He **advised him to stop smoking**.*
'Please come to my party!' ~ 'OK, I will!.' →
*I **invited her to come** to my party.*
'Don't forget to phone your sister.' → *I **reminded him to phone** his sister.*
'Don't go near the water!' → *She **warned them not to go** near the water.*

2 We use these reporting verbs with an infinitive:

agree offer promise refuse threaten

'OK, I'll tell Jamie.' → *She **agreed to tell** Jamie.*
'I'll help you.' → *He **offered to help** her.*

3 We use an ***-ing* form** after these reporting verbs:

admit deny suggest

'I got the answer wrong.' → *He **admitted getting** the answer wrong.*
'No, I didn't touch the mirror.' → *He **denied touching** the mirror.*
'Why don't we go for a walk?' → *He **suggested going** for a walk.*

Grammar in action

1 We can use **indirect speech** to report what someone has told us to do. For example, a doctor:



The doctor prescribed some pills for me and told me to take them three times a day. He warned me not to drive after taking them. He suggested not eating very spicy food, and told me to come back in two weeks.

2 We can use **indirect speech** to report what we have told someone else to do. For example, advice we gave to someone about to take an exam:



I told her to keep calm and to read the questions carefully. I reminded her to put her watch on the desk in front of her, and I warned her not to look at other students.

A Reporting what happened in court

In a court of law, the secretary has to note the exact words that are spoken. Based on these notes, complete the newspaper extracts making standard changes in the tenses. Use each reporting verb once.

Female Witness 1: I saw the suspect stealing my car.
Female Judge: The witness is making a serious accusation. What do you have to say?
Male Suspect 1: That's not true.
Female Judge 1: Speak a bit louder.
Male Suspect 1: It's not true. I've never stolen a car.

ask ~~claim~~ deny point out reply tell

The witness ..claimed..[0] that she ..had seen..[0] the suspect stealing ....[1] car. The judge ....[2] that the witness ....[3] a serious accusation and ....[4] the suspect what he ....[5] to say. The suspect ....[6] that it ....[7] true. At this point, the judge ....[8] the suspect ....[9] a bit louder. The suspect went on to ....[10] that he ....[11] ever stolen a car.

Court official: Ladies and gentlemen, the judge has been delayed so the trial cannot begin until 11 o' clock.

Judge 2: The case is complicated and will probably last two or three weeks.

Suspect 2: But I am totally innocent, your honour, so the case is very simple.

Judge 2: That is for the court to decide. Now, jury, you must not come to a conclusion until you have heard all the evidence.

announce declare explain point out instruct

At 10 o' clock, a court official ....[12] that the judge ....[13] been delayed so the trial ....[14] not begin before 11. When the trial started, the judge ....[15] to the jury that the case ....[16] complicated and ....[17] probably last two or three weeks. The suspect then stood up and ....[18] that he ....[19] innocent and said that the case ....[20] very simple. The judge ....[21] that that ....[22] for the court to decide. He went on to ....[23] the jury ....[24] to a conclusion until they ....[25] heard all the evidence.



14 Indirect speech (2)
Advanced points

4 When we use **indirect speech**, the changes that we make depend on the time. Look at this sentence:

*On 4 June 2007, Ann said to Alan, '**I'm meeting Clive tomorrow**.'*

On the same day, Alan could say:

*Ann says (that) **she's meeting** Clive **tomorrow**.*
OR *Ann said (that) **she was meeting** Clive **tomorrow**.*

A week later, Alan could say:

*Ann said (that) **she was meeting** Clive **the following day**.*

We do not have to change the tense and time words such as **tomorrow** if the thing reported has not happened yet, or is still true.

5 We can also use indirect questions like this:

*Did Neil ask you **if you were from Sweden**?*
*Who asked you **where Penny lived**?*
*Did they phone to say **when they would arrive**?*

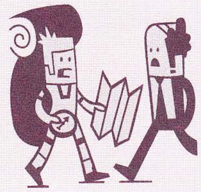
6 When we do not need to mention the subject we can form **indirect questions** with a **question word** + **infinitive**. Compare:

*Geoff asked me **where to sit**.* (= where he should sit)
Geoff asked me where his parents should sit.
*I'm not sure **what to do**.* (= what I should do)
I'm not sure what Janet should do.
*I explained **how to make** an omelette.*
I explained how top chefs made an omelette.

Grammar in action

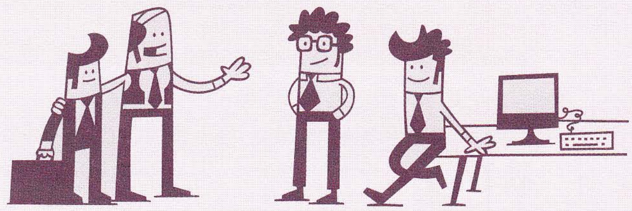
3 We often use **indirect speech** after a phrase like **Could you tell me...?** or **Do you know...?** to make questions more polite:

Where is the tourist office?
OR *Could you tell me where the tourist office is?*
I wonder whether you could tell me where the tourist office is?
OR *Do you know where the tourist office is?*



4 We can use **indirect questions** to give information:

First, I'll tell you a little about what our company does, then I'll show you where your desk is.
This is John, who will tell you how the computers work and what your password is.
Here's Chris, who's going to take you on a tour of the building and show you where everything is.



B The report depends on the situation

Make two reports with *tell* according to the different situations.

Fiona said 'I've lost my credit card.'

0 Your report, on the same day: Fiona tells me she's lost her credit card. 0
0 Your report, weeks later: Fiona told me she'd lost her credit card. 0

Sally said, 'Phil's going to phone me tomorrow.'

1 Your report, the same afternoon: Sally says 1
2 Your report, the following week: Sally, you told 2

Nick said, 'I passed my driving test last week.'

3 Your report, the same day: Nick tells 3
4 Your report, several weeks later: Nick, you said 4

Ken said, 'I'm sorry, I can't see you and Kate this weekend.'

5 Your report, the same day: Ken tells 5
6 Your report, weeks later: Ken told 6

C Summer course questions

At an introduction meeting at a language school, the director of studies answers students' questions. Use the students' notes to complete the exchanges between them and the director of studies.

When is the trip to Stratford?
Where can we buy course books?
Does the school have an internet connection?
How many students are there in a group?
How will we be placed in the different levels?
What time do we finish in the afternoon?
Can we get drinks in the school?
How do I get to the town centre?
Which dictionary should we buy?

0 I'd like to know when the trip to Stratford is.
~ It's next Friday.

1 Can you tell us ....?
~ At the bookshop in the basement.

2 I'd like to ask ....
~ No, but there is an internet café across the street.

3 Could you clarify ....?
~ 12 in general classes and 8 in conversation classes.

4 I'm not sure ....
~ After this meeting you'll all take a level test.

5 I'd like to know ....
~ At half past four.

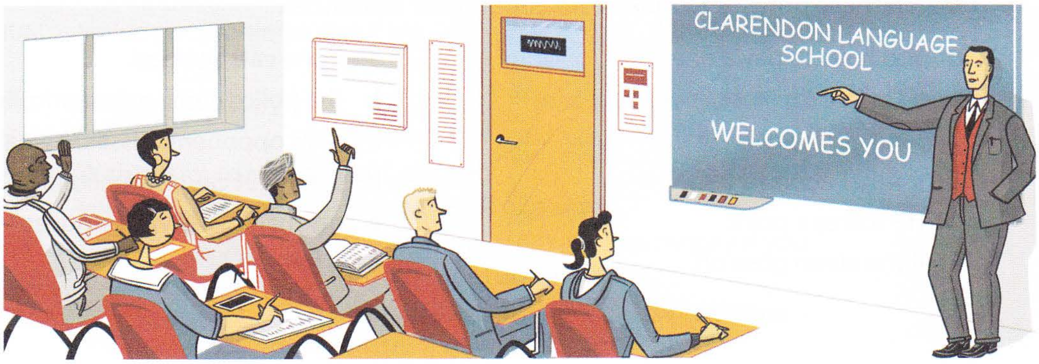
6 I'd like to ask ....
~ Yes, there is a machine near the entrance.

7 Can you tell me ....
~ Take the bus from the High Street.

8 We're not sure ....
~ You should buy a good learner's dictionary.

WORD FOCUS

To clarify something means 'to make something clearer or easier to undertand'.



OVER TO YOU Now go to page 124.

15 Conditional sentences
Zero conditional and first conditional

1 A **conditional sentence** has two clauses: an **'if clause'** (e.g. **if the weather is fine**) and a **'result clause'** (e.g. **we eat in the garden**).

*If the weather **is** fine, we **eat** in the garden.*
*We'**ll go** out if the weather **is** good tomorrow.*

Either clause or both clauses can be negative:

*If the weather **isn't** fine, our dog **doesn't** like to go out.*
*I'**ll** be sad if the weather **isn't** good tomorrow.*

> TIP
> The **if clause** or the **result clause** can come first. We use a comma when the **if clause** comes first.

2 Zero conditional

We form **zero conditional** sentences with the verb in the **present simple** in **both clauses**:

*Children **learn** quickly if they **are** interested.*
*If you **have** a big car, you **pay** a lot for petrol.*

We use **zero conditionals** to talk about things that always happen, or things that happen in the same way every time:

*If I **eat** too much, I **get** stomach ache.*
*Felix's always in a good mood if his team **wins**.*

3 First conditional

We form **first conditional sentences** with the verb in the **present simple** in the **if clause**, and **will + verb** in the **result clause**:

*If I **win** our tennis match, Dan **will be** very annoyed.*

We use the **first conditional** to talk about a future possibility when we feel confident about our predictions:

*If they **don't leave** right now, they'**ll miss** the train.*

The **result clause** can have **going to, must, should** or an imperative instead of **will**:

*There'**s going to be** trouble if the neighbours **have** another all-night party.*
*If you **have** a headache, you **should take** an aspirin.*

> TIP
> We can use **unless** to mean **if … not** e.g.:
> *They'll miss the train **unless** they leave right now.* (= if they don't leave …)
>
> A clause with **unless** usually comes second.

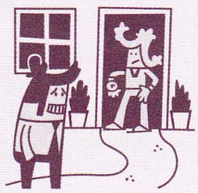
Grammar in action

1 We can use **zero conditionals** to give facts – this can be about science or rules in sport:

If you heat water to 100°C, it boils. (scientific fact)
If he kicks a drop goal, his team gets 3 points. (rules of rugby)

2 We use **zero conditionals** to talk about the behaviour of people we know, when they react in the same way every time:

If I get home late, my wife gets angry.



3 We use the **first conditional** to talk about things that are possible in the future. This might be in a warning:

If you don't apologize, Keith will be very cross.
If you don't get up now, you'll miss the bus.

4 We also use the **first conditional** to make realistic predictions about our lives in the future:

If I fail my exams, I won't get into university.

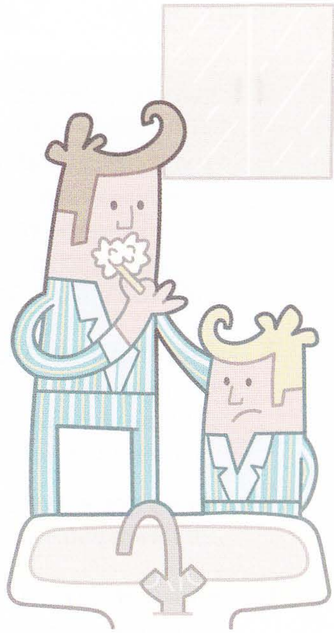
A What happens?

Match these phrases to make zero conditional sentences.

0 You have to pay a fine	**a** if she eats seafood.
1 If I'm late for work,	**b** the police come automatically.
2 Jane gets very ill	**c** if his opponent misses the ball.
3 If water cools to 0°C,	**d** if you get caught speeding.
4 He scores a point	**e** my manager always notices.
5 If the alarm goes off,	**f** it freezes.

B Father and son

Use the words given to make first conditional sentences including *if* and *will* and any necessary changes.



0 you / not / brush / your teeth / they / go / bad
If you don't brush your teeth, they'll go bad.

1 you / eat / all your vegetables / I / give / you some dessert
....

2 you / have / stomach ache / you / eat / too many plums
....

3 I / help / you with your homework / you / do / the washing-up?
....

4 you / not / go to bed now / you / be / tired in the morning
....

5 your mother / be / cross / you / come home late
....

C Change your behaviour

Re-write these sentences about changes of behaviour using *unless* and making any necessary changes.

0 If I don't lose weight, I'll have to buy new clothes.
I'll have to buy new clothes unless I lose weight.

1 If you stop buying CDs, you'll be able to afford a holiday.
You ....

2 If her cold isn't better, she won't go to school tomorrow.
She ....

3 If she studies hard, she'll pass the exam.
Unless ....

4 If you don't listen, you won't know what to do.
Unless ....

D Family finances

Complete this family discussion by using first conditionals with the words in brackets.

MUM We've got problems and if we don't change [0] (not, change), things will get [0] (get) worse.

DAD And we definitely .... [1] (not, be) able to have a holiday if we .... [2] (not, save) some money every month.

DELLA With petrol so expensive, if you two .... [3] (stop) using two cars, you .... [4] (save) a lot of money.

ALEX And you .... [5] (not, need) any bus money if you .... [6] (go) to school on your bike.

DELLA I .... [7] (not, be) able to use it unless someone .... [8] (mend) the puncture.

ALEX Perhaps I should get a Saturday job. I .... [9] (not, need) any pocket money if I .... [10] (earn) some of my own.

15

Conditional sentences
Second conditional

4 Second conditional
We form **second conditionals** with a past tense verb in the **if clause** and **would + verb** in the **result clause**:
*If Jane **was** here, she **would help** us.*
*The world **would be** boring if there **were** no animals.*
*What **would** you **do** if you **won** a lot of money?*
*If I **didn't live** in Scotland, I**'d want** to live in Germany.*

5 Notice that in the **if clause**, we can use **were** with **I** and with **he/she/it**:
*If Jane **were/was** here, she would certainly help us.*
*If I **were/was** French, I'd live in Paris.*

There is one expression where we always use **were**:
***If I were you**, I'd tell him.* (NOT ~~*If I was you*~~, …)

6 Notice that we can use **could + infinitive** in both clauses:
*If you **could meet** a famous person, who would it be?*
*If the weather was fine, we **could go** to the zoo.*

7 Although the **second conditional** has a verb in the past tense, it does not refer to past time. We can use it to talk about the present when we imagine something different from the real situation now:
*If the sun **was** cold, life on earth **would be** impossible.*
*I'm not rich, but if I **was** rich, **would** I **be** happier?*

8 We can also use the **second conditional** to talk about situations that are unlikely in the future:
*The world **would be** a better place if there **were** no more wars.*
*Tom says that if he **won** the lottery, he **would give** all the money to poor people.*

> TIP
> Notice that we can use both **first** and **second conditionals** to talk about the future:
> *If Sara passes her exam tomorrow, I'll be very pleased.* (first conditional; likely)
> *If Sara passed her exam tomorrow, I'd be very pleased.* (second conditional; unlikely)

Grammar in action

5 We can use the **second conditional** to imagine situations that are not true or unlikely:



What would you do if you were really well off, if you were a billionaire, for example? ~ Well, I'd stop working for a start. ~ Wouldn't you be bored if you had nothing to do? ~ If I stopped work, that wouldn't mean I'd have nothing to do, but I wouldn't have any fixed hours and I'd have lots of time for my favourite hobbies.

6 The **second conditional** is sometimes more polite than the first conditional when we are talking about the future:
If you offered me the job, I would accept it.

E People imagine things that are not true

Make second conditional sentences using one expression from column A and one from column B, using the words in brackets and putting the verbs in the correct form.

A	B
~~If Jenny (live) in the country~~	he (not, get) stomach ache.
You (enjoy) France more	I (tell) him the truth.
If I (be) you	if people (not fly) so much.
If my father (eat) more slowly	if you (can) speak better French.
There (be) less pollution	~~she (have) two or three dogs~~.

0 If Jenny lived in the country, she would have two or three dogs.
1 ……………………
2 ……………………
3 ……………………
4 ……………………

F Probable or unlikely?

Look at these first conditional sentences. Do they refer to a probable future event, or an unlikely situation? If they refer to an unlikely situation, change them to second conditional sentences.

0 If I win the lottery, I'll stop working and buy a yacht.
If I won the lottery, I would stop working and buy a yacht.

0 I'll put some petrol in the car if I go out this afternoon.
probable future event

1 Suzie will live in Beverly Hills if she can live anywhere in the world.

....

2 If I get home from work early, I'll take the dog for a walk.

....

3 If James rings, I'll tell him you're not here.

....

4 If the Queen rings, I'll be too shocked to speak.

....

5 If I have a million pounds, I'll buy a sports car.

....

6 If it rains tomorrow, I'll take an umbrella.

....

WORD FOCUS

Beverly Hills is a very wealthy area in the west of Los Angeles, California in the USA. Many rich Hollywood stars have homes there.

G Time for a change of job?

Complete the conversation by crossing out the wrong alternative in each case.



GWEN I hate my work. If I I *~~have~~/had*[0] a better job, I *would be/was*[1] so much happier.
GARY You need more qualifications: if you *had/have*[2] another qualification, you *can/could*[3] get something better. If you *have/had*[4] a perfectly free choice, what would you choose?
GWEN Hmm, if I *could/can*[5] choose anything, I think *I'll/I'd*[6] want to be an actress.
GARY And if that *is/was*[7] impossible, what *would/will*[8] your next choice be?
GWEN Oh, I don't know. What *do/would*[9] you do if you *were/was*[10] me?
GARY If I *was/were*[11] you, *I'll/I'd*[12] stop thinking about acting for a start. I'd choose something more realistic, like managing a shop. *I'd/I'll*[13] be confident to manage a sales team if I *can/could*[14] deal with people the way you do.
GWEN But I don't know much about business.
GARY Exactly, but if you *go/went*[15] to night school and *take/took*[16] a business course, in a year's time you'll have a diploma. I know a couple of people who've done that. If you like, I'll introduce you to them.
GWEN I suppose I'll have a better idea if I *talk/talked*[17] to them.
GARY Of course, if you do a course like that, *you'll/you'd*[18] have to work as well and you *won't/wouldn't*[19] have much spare time.
GWEN True, but if *it's/it will be*[20] only for a year, I can manage that. What's certain is that if I *don't/won't*[21] make a move soon, it'll be too late because I'll lose my nerve.
GARY Exactly! If you *think/thought*[22] about it too long, you won't do it.

OVER TO YOU Now go to page 124.

16 Nouns
Countable and uncountable nouns; articles

1 Look at the nouns in these sentences about a band:

*Their **music** is very moving. Five of the **songs** made me cry.*

Music is an **uncountable noun**: it is something we cannot count or number, and it does not have a plural form. **Songs** is a **countable noun**: we can talk about 3, 4, 5 songs, etc., and it has both singular and plural forms (**song**, **songs**).

2 A/an; many/some; the + countable nouns

We use **a/an** with singular countable nouns when we do not need to make clear which person or thing we are talking about; we use **many/some/any/no** with plural countable nouns in the same way:

*Jane entered **a salad** and **some brownies** in the school food competition.*
*Were there **many people** at the party?*
*There aren't **any eggs** / are **no eggs** in the cupboard.*

When people can understand which person or thing we mean, we use **the** with singular and plural countable nouns:

***The salad** won a prize but **the judges** didn't like **the brownies**.*

3 Much/some; the + uncountable nouns

We use **much/some/any/no** with uncountable nouns:

*There isn't **much snow** this year.*
*Could I have **some water**, please?*
*There isn't **any butter** / is **no butter** in the fridge.*

When people know what we are referring to, we can use **the** with uncountable nouns:

*Did you enjoy the meal? ~ Yes, I liked **the food**.*
(= the food in the meal)

4 No article

We use no article with plural countable nouns and with uncountable nouns when we are talking in general:

***Dogs** don't usually like **cats**.*
***Water** is a compound of **hydrogen** and **oxygen**.*
***Good health** is more important than **money**.*

5 Some nouns can be countable or uncountable, with different meanings:

*Would you like a **glass** of water?*
*Our new coffee table has a top made of **glass**.*

*I've seen that film three **times**.*
*Now we don't have enough **time** to relax.*

*She quit her job to start a **business** selling ice cream.*
***Business** is booming.*

> **TIP** Some nouns that are uncountable in English are countable in other languages. These include **accommodation**, **advice**, **bread**, **cash**, **furniture**, **information**, **luggage**, **money**, **news**, **rubbish**, **travel**, **weather**, **work**.

Grammar in action

1 The nouns for many types of food are **uncountable**, particularly drinks (e.g. **coffee**, **tea**, **beer**, **water**), foods derived from milk or grains (e.g. **butter**, **cheese**, **pasta**, **rice**, **sugar**, **salt**, **flour**), and meat and fish when we do not mean the whole animal (e.g. **beef**, **tuna**):

We ate beef with rice, and drank mineral water.

We often talk about containers (e.g. **a glass**, **a bowl**, **a jar**, **a packet**) and quantities (e.g. 500g) of these things, with **of**:

I start my day with a bowl of cereal and a glass of orange juice.
You need 10g of salt in every litre of water.



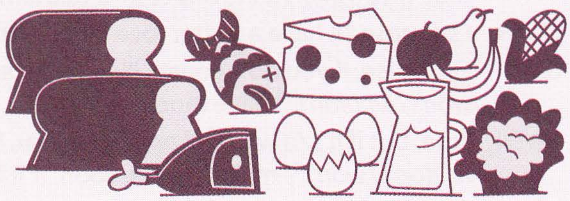
> **TIP** In informal English, we can say **a coffee**, **three waters**, etc. with the meaning 'a cup of coffee', 'three glasses/bottles of water', etc.

2 Many abstract feelings, ideas, and the names of subjects of study are **uncountable**, e.g. **love**, **happiness**, **joy**, **sorrow**, **philosophy**, **economics**:

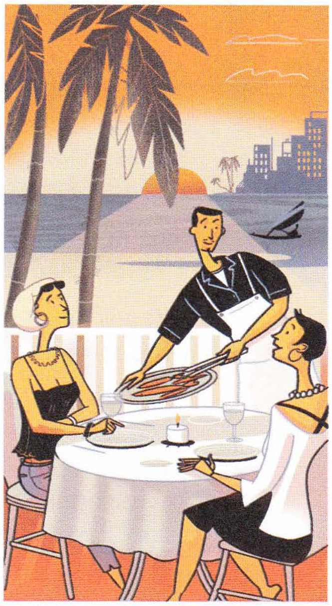
If you're interested in the economics of happiness, there's an article about it in this month's Journal.

3 When we discuss a subject in general, we use **uncountable nouns** and **plural countable nouns** with no article:

Humans need a balanced diet. We need protein in the form of meat or fish and we need carbohydrates like bread and pasta. We also need vegetables and fruit. And of course we cannot live without liquids, which basically means water.



A Holiday conversation



Complete the dialogue by writing *a*, *an*, or *the* in the gaps, or - if no article is necessary.

LEO Hello, Lucy. You're brown. Do you use ...-...⁰ fake tan cream or have you been in ...the...⁰ sun?

LUCY It's a real tan. ....¹ friend and I have just come back from the Algarve.

LEO I've never been to ....² south of Portugal. Did you stay on ....³ coast?

LUCY Yes, we stayed in ....⁴ small hotel in ....⁵ little fishing village. ....⁶ hotel had ....⁷ small rooms but ....⁸ large open terrace where we had our meals.

LEO Did they serve ....⁹ good food?

LUCY Yes, on the whole ....¹⁰ food was fine. We had ....¹¹ fresh fish almost every evening. And we had lots of ....¹² fruit. ....¹³ peaches were wonderful.

LEO Was there no danger from ....¹⁴ bugs?

LUCY No, ...¹⁵ hotel owner told us that they always washed ....¹⁶ fruit in ....¹⁷ water before serving it.

LEO It all sounds very nice. I hope you'll let me see ....¹⁸ photos you took.

B Study and work

Complete the text by choosing between the options and by using the words in the box, making them plural if necessary.

accommodation	hope	information	~~philosophy~~	result	time	trip	~~university~~

When I finished school, I applied to study ~~*the*~~/- ...philosophy...⁰ at two ...universities...⁰, Sheffield (my home town) and London. I didn't have *much/many*¹ ....² of getting into London University because my school exam ....³ were not brilliant. But I was lucky and I was accepted there. I had to make two ....⁴ to London before I started, one for the interview and another to find ....⁵. The university provided students with *an / some*⁶ ....⁷ about flats and it didn't take very *many / much*⁸ ....⁹ to find a room.

chance	experience	job	languages	money	work

While I was studying, I didn't think about ....¹⁰ – I mean, how I would earn my living after university. (My parents said that I had never been particularly worried about *the*/ -¹¹ ....¹².) When the time came, I realized that *the* / -¹³ ....¹⁴ had always interested me so I applied for several ....¹⁵ teaching English abroad. Obviously, I didn't have *an / any*¹⁶ ....¹⁷ but I thought I had a small ....¹⁸ of being accepted.

job	luck	news	time	weather

In the end, a letter came and I felt nervous as I opened it. But the ....¹⁹ *was/were*²⁰ good! The letter offered me *a* / -²¹ work in a Swedish school. I knew the winter ....²² in Sweden *was / were*²³ cold so I bought some warm clothes. Then I had *a/some*²⁴ farewell party and everyone wished me good ....²⁵ in my new life as a teacher. Since then I have had a lot of ....²⁶ in different countries and I am happy to say that I have enjoyed all of them. But I have wondered *many / much*²⁷ ....²⁸ what would have happened if that first letter had turned me down.

Nouns
Noun + noun

6 We can often put one noun before another, e.g.:

*a **gold watch*** (= a watch made of gold)
*two **milk bottles*** (= bottles for holding milk)
*a **flower shop*** (= a shop that sells flowers)
*a **furniture van*** (= a van that carries furniture)

The first noun can be an *-ing* form, e.g.: **swimming** pool, **reading** lamp, **dancing** shoes, **dining** room

Sometimes the two nouns are written as one word. Here are some examples:

airline bedroom bookshelf boyfriend
desktop dishwasher earring girlfriend
haircut hairdryer headache headphones
newspaper policeman postman
sightseeing teacup toothpaste

Sometimes we use a hyphen (-), e.g.: **baby-sitter**, **coffee-pot**.

Grammar in action

4 We often use a **noun + noun structure** to refer to the material something is made from. The second noun refers to the object, the first noun refers to the material:

I got a silver ring and a glass vase for my birthday.
(= a ring made of silver; a vase made of glass)

5 We can use a **noun + noun structure** to talk about an object's purpose: the first noun refers to what the second noun is for.

We should put the reading lamp on top of the bookshelf.
(= a lamp for reading; a shelf for books)



6 We can use a **noun + noun structure** to say what a book, film, etc. is about:

There's a new war film on at the Odeon cinema.
I've lost my chemistry book.

7 We can use a **noun + noun structure** to talk about a person or machine that does an action. The second noun is made from a verb + **-er**:

Jim's training to be a taxi driver.
(= someone who drives a taxi)
Did you pack your hairdryer?
(= something that dries hair)



8 Notice the difference between the way we talk about empty and full containers:

container	container with contents
a milk bottle	a bottle of milk
two beer cans	two cans of beer
a coffee cup	a cup of coffee

TIP

Notice that the first noun is usually singular even when the meaning is plural, e.g.:

*a **flower** shop* (= a shop that sells flowers)
*a **dish**washer* (= a machine that washes dishes)

Some common exceptions are:

a clothes shop; a sports car; a glasses case
(= a case for (reading) glasses)

C Things you find in a house

Complete the sentences with a noun + noun structure.

0 A container for drinking tea is a ....teacup..........
1 You can decorate walls with paper called ....
2 A .... is a kind of stereo that plays CDs.
3 You use a .... to file your nails.
4 The door into the kitchen is the ....
5 Put your dirty clothes in the .... and turn it on.
6 A bowl for fruit is a ....
7 A .... is for cutting bread.
8 Gloves made of rubber are ....

D The container alone, or the container and the contents?

In these sentences cross out the wrong expression.

0 Who's going to take the ~~*bottles of water*~~ / *water bottles* to the recycling centre?
1 Would you like a *cup of coffee / coffee cup*?
2 Yesterday I bought two *packets of crisps / crisp packets*.
3 Tea tastes better in a proper *cup of tea / teacup*.
4 *Cans of cola / Cola cans* are very light.
5 I took the spider home in a *box of matches / matchbox* that I found.
6 There isn't much food but we have a couple of *cans of soup / soup cans*.
7 I keep old coins in a *jar of jam / jam jar*.
8 I've made some fresh tea in the blue *pot of tea / teapot*.

E Out shopping

Complete the text about a shopping trip by filling each blank with one word from the box and the word in brackets, making any necessary changes.

~~bag~~	bar	card	centre	friend	girl	juice	market	pie
shoe	~~shopping~~	sports	stall	stop	summer	tennis	walk	

Last Saturday I went shopping. I don't like all those plastic bags⁰ (plastic) they give you so I always take my shopping bag⁰ (bag). At the ....[1] (bus) I met an old ....[2] (school) called Katie. I hadn't seen her since we were at ....[3] (camp) together about eight years ago. We talked about the camp and the ....[4] (teachers). We both confessed that we fell in love with the ....[5] (coach) although his ....[6] (friend) was at the camp as well. When the bus got to the ....[7] (town), we agreed to meet at a ....[8] (coffee) after we'd finished shopping. First, I went to my favourite ....[9] (shop) and bought a pair of ....[10] (shoes) because next weekend I'm going to Scotland. Then I walked along the ....[11] (street). I stopped at a ....[12] (fruit) and bought some oranges and apples. They don't accept ....[13] (credit) so I had to pay in cash. Next, I went to the supermarket and got the groceries, including an ....[14] (apple) because they were on offer. Then I met Katie again and we talked for an hour while we enjoyed two glasses of ....[15] (orange).

WORD FOCUS

Find phrases in exercise E that have these meanings:

A were embarrassed to admit ....

B for sale at a reduced price ....



OVER TO YOU Now go to page 124.

17 Possessives
Possessive adjectives and pronouns

1 The **possessive adjectives** are **my**, **your**, **his**, **her**, **its**, **our**, **your**, **their**.

*I hear **your** brother is in love with **my** sister.*
*Has Ellen phoned **her** mother?*
*What's **your** phone number? ~ **Our** home number is 935 441 635.*

We can use **your**, like **you**, to talk to one or more people:

*Everyone, put away **your** sweets and Jim, take out **your** book.*

Note that these adjectives have only one form:

***your** book   **your** books* (NOT ~~*yours books*~~)

2 The **possessive pronouns** are **mine**, **yours**, **his**, **hers**, **ours**, **yours**, **theirs**, and the possessive question word is **whose**:

*Is this Jane's bag? ~ No, this one is **mine**; that one is **hers**.*
*Their flat is bigger than **ours**.*
***Whose** book is this? / **Whose** is this book?*

(There is no pronoun corresponding to possessive adjective **it**.)

3 We use **possessive pronouns** when we do not need to repeat a noun:

*Most people like their name but I don't like **mine**.* (= my name)
*Our phone number is 935 441 635. What's **yours**?* (= your phone number)
*Tony and Helen both have dark hair but **his** is curly and **hers** is straight.* (= his hair and her hair)

> **TIP**
> Notice the difference between pronoun **its** and **it's** (the short form of **it is**), e.g.:
> *I saw the car but I didn't get **its** number.*
> *Whose is that car? ~ **It's** Peggy's.*

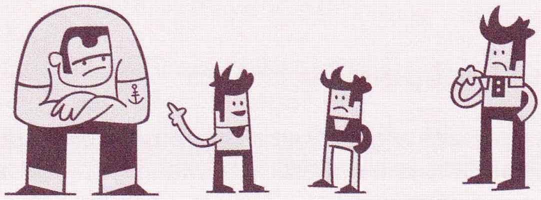
Grammar in action

1 We can use **possessive adjectives** and **pronouns** to talk about things we own:

My new mobile's an LG Prada. What make is yours?
~ Mine's a Sony, like my MP3 player.

2 We can use **possessive adjectives** and **pronouns** to talk about relationships with family, friends, and colleagues:

My dad's stronger than yours.
His manager is very helpful – mine isn't.



3 We use **possessive adjectives** and **pronouns** to talk about parts of the body:

Jeff has hurt his hand. (NOT ~~*the hand*~~)
Bend down and touch your toes. (NOT ~~*the toes*~~)
~ Anna can touch hers, but I can't touch mine.

4 We can use **possessive adjectives** and **pronouns** to talk about thoughts, feelings, ideas, etc. that we have:

When you told Molly she was fat, you really hurt her feelings.
It wasn't my idea to get the bus – it was yours.

> **TIP**
> We often use possessive adjectives with **left** and **right** with the meaning **to the left of me/you** etc.:
> *He's on my left.*

A My family

Use possessive adjectives to complete this dialogue.

LIAM Have I shown you these photos of ......my...... [0] family?
ANNA No, you haven't. I've never seen any photos of .... [1] family.
LIAM Look at this one. Here you can see me in the middle and on .... [2] left is .... [3] brother, Richard.
ANNA Is .... [4] brother older than you?

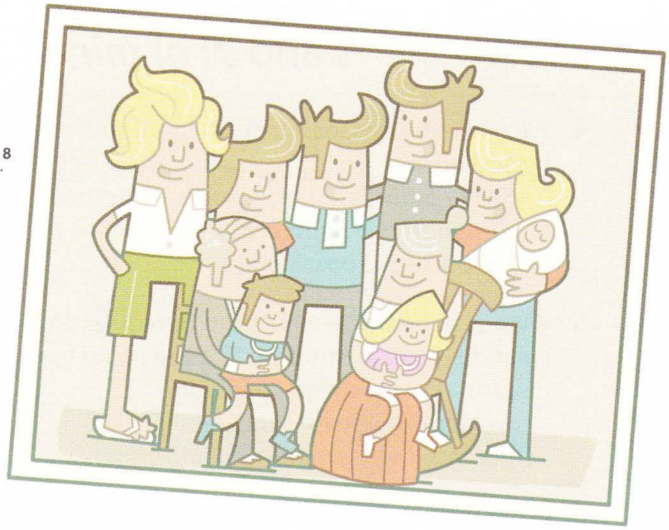
LIAM Yes, he's 32. Next to him is ....[5] wife. ....[6] name is Sarah and she's holding ....[7] new baby. On the left of the picture is Tilly and ....[8] husband, Dave.

ANNA Ah, yes, I've met Dave. ....[9] family lives in Australia.

LIAM ....[10] grandparents - my dad's parents - are sitting at the front. Richard and Sarah's older children are sitting on ....[11] knees.

ANNA And where are ....[12] parents?

LIAM Mum and Dad are in this other photo here, look …



B Sharing

Possessive pronoun or possessive adjective? Choose the appropriate words to complete the story.

When I was a kid, *my / ~~mine~~*[0] sister and I always got the same presents. We both got a dress, for example, but *mine / my*[1] was green and *hers / her*[2] was pink. One year, *ours / our*[3] parents got us kites, but they were exactly the same. There was no way to know whose was whose. One day, I was playing with *my / mine*[4] in the garden, and I broke it, just a little bit. I didn't tell anyone, but I went to *my / mine*[5] sister's room and swapped it for *her / hers*[6]. The next day, *our / ours*[7] family went to the beach. There were some other children there and they loved *our / ours*[8] kites. *Mine / My*[9] sister saw the kids and said, 'They haven't got a kite, I'm going to give them *my / mine*[10].' I felt terrible. *Mine / My*[11] sister has always been nicer than me!

C Hobbies

Complete this dialogue by putting a possessive adjective, a possessive pronoun, *who, whose, it's* or *its* in each gap.

ZOË What's ....your....[0] favourite hobby?

ZAC Swimming. What's ....[1]?

ZOË My sister and I are into skateboarding. We've just got new boards. I bought a British one but ....[2] is American.

ZAC ....[3] is best?

ZOË I think ....[4] is, of course! Grace got an American one because she says ....[5] wheels are stronger, but ....[6] board doesn't feel very different from mine. And I think ....[7] a horrible colour too!

ZAC Isn't skateboarding dangerous? ....[8] mum won't let me try it.

ZOË Not if you're careful like me, but Grace broke ....[9] arm last year.

ZAC And do you go in for competitions?

ZOË Yeah, we do these team events. ....[10] team came third the last time we entered. ....[11] exciting to skate against other people.

ZAC Perhaps you'll do even better with ....[12] new boards.

WORD FOCUS

Match phrases A and B below from exercise C with definitions 1 and 2:

A to be into something

B to go in for something

1 to enjoy doing something

2 to take part in something

17 Possessives
's and s'; of mine

4 We make the **possessive form** of singular nouns by adding **'s**:

*Sally – **Sally's** cousin* *Charles – **Charles's** friend*
*my mum – my **mum's** coat*
*the boss – the **boss's** office*

5 We make the **possessive form** of regular plural nouns by adding an apostrophe (') to the plural form:

*girls – the **girls'** changing rooms*
*workers – **workers'** rights*
*parents – my **parents'** wedding photos*

6 We make the **possessive form** of irregular plural nouns by adding **'s**:

*women – **women's** shoes*
*children – our **children's** toys*
*people – most **people's** ideas*

7 We can use **noun + 's** or **s'** without a following noun, when the thing we are talking about has just been mentioned:

*Whose is this bike? ~ It's **Clive's**.*
*I can see the **ladies'** toilet but where's the **men's**?*

8 We can sometimes use a phrase with **of**, normally when we are talking about **things**, not people or animals:

*They've painted the **side of their house** blue.*
*I'm studying the **history of philosophy**.*
*The **smell of** freshly baked **bread** is delicious.*

9 We can also form **double possessives** like this:

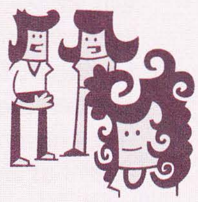
a cousin of Sally's
(= one of Sally's cousins; NOT ~~*a cousin of Sally*~~)
some friends of mine
(= some of my friends; NOT ~~*some friends of me*~~)

> **TIP**
> You will sometimes see names ending in **s** without the addition of **'s**, to avoid the double s sound:
> *Charles – **Charles'** friend* OR ***Charles's** friend*
> *St. James – St. **James'** Street* OR *St **James's** Street*

Grammar in action

5 We can use **noun + 's** or **s'** and structures with **of** to talk about things we own; to talk about our relationships with family, friends and colleagues; to talk about parts of the body; and to talk about ideas that we have:

I really like Helen's new hairstyle.
They're redecorating Paul's house at the moment.
My cousin's birthday party is next Saturday.
I thought Martin's suggestion was very helpful.



D Exam results

Look at the exam results and complete the sentences using possessive forms.

	Olivia	Daniel	Joseph	Jessica	Ben	Sophie
History	79	57	63	74	71	72
Art	54	69	83	67	74	68

0 Jessica / history result / better / Sophie
Jessica's history result was better than Sophie's.

1 Olivia / history result / better than / Jessica
....

2 Ben / history result / better than / Daniel / and / Joseph
....

3 In general, the / girls / history results / better than / boys
....

4 In art, though, the / boys / results / better than / girls
....

E Book titles

Look at these titles of English novels. Tick the correct title. Remember: we use *'s* for people, animals and businesses or institutions, and *of* for abstract ideas.

0 The *Aunt's Story* ....✓.... or *The Story of the Aunt* ....
1 *Innocence's Age* .... or *The Age of Innocence* ....
2 *Giovanni's Room* .... or *The Room of Giovanni* ....
3 *The Magician's Nephew* .... or *The Nephew of the Magician* ....
4 *Schindler's Ark* .... or *The Ark of Schindler* ....
5 *The Power's Corridors* .... or *The Corridors of Power* ....
6 *The Horse's Mouth* .... or *The Mouth of the Horse* ....
7 *Silence's Towers* .... or *Towers of Silence* ....
8 *On Her Majesty's Secret Service* .... or *On the Secret Service of Her Majesty* ....

F New gadgets

Complete the dialogue by using the word in brackets to make a possessive form.



ANNE Is that ....your.... [0] (you) new mobile?
JACK Yes, I got it from that shop where .... [1] (Harry) mother works. It's the same model as my .... [2] (sister), although .... [3] (she) is black.
ANNE I bet it can do lots of things that .... [4] (I) can't.
JACK .... [5] (You) is pretty old, isn't it?
ANNE Yes, it's almost three years old. It used to be my .... [6] (brother) but he gave it to me when .... [7] (he) company gave him one of .... [8] (they).
JACK Well, ... [9] (I) new one can record videos.
ANNE That's like my .... [10] (parents) new digital camera.
JACK Yes, every new model has to be better than the last.
ANNE Do you think .... [11] (we) lives are better for all these changes?
JACK Not really, and I suppose the generations after .... [12] (we) will wonder why companies didn't make some real progress instead of bringing out new gadgets every year.
ANNE At least you can recycle .... [13] (you) old phone, or give it to charity. A cousin of .... [14] (Melanie) works for an organization that sends phones to Africa. .... [15] (It) work also involves donating money to some of the poorest communities.
JACK That's great. Hey, can you give me .... [16] (they) details and I'll send them .... [17] (I) old phone.

OVER TO YOU Now go to page 124.

18 Demonstratives
This, that, these, and those

1 The **demonstrative adjectives** are **this**, **that**, **these** and **those**:

*Can you take **this letter** to the bank, please?*
*Go and stand by **that tree** over there.*
***These rings** belonged to my grandmother.*
*What are **those girls** looking at?*

2 We use **this** and **that** with singular nouns and uncountable nouns. We use **these** and **those** with plural nouns.

We can also use them without nouns when the meaning is clear:

***That's** Paul's bike and **this** is mine. (That* = That bike; *this* = this bike)

(For more examples of this use see p. 72.)

3 We use **this** and **these** for things that are near to us:

*I think **this money** belongs to Harry.*
***These clothes** are really dirty!*

We use **that** and **those** for things that are not near to us:

*Go and stand by **that tree** over there.*
***Those boys** are waving at you!*

4 We use **this** and **these** to talk about things that are near in time (= happening now or just going to happen):

*I like listening to **this programme**.*
(= the programme on the radio now)
*I love **these** long **summer evenings**.*
(= It is summer now.)

We often use **this** in time phrases such as **this week**, **this month**, **this season**, **this year**, etc. when we are talking about the period of time around now:

*There has been a lot of rain **this month**.*
*Are you working every day **this week**?*

We use **that** and **those** for things that are further away in time (= just finished or in the past):

***That dinner** we had last night was wonderful.* (= in the past)
*Do you remember **those camping trips** we went on with Grandad?* (= in the past)

> **TIP**
>
> When we do not need to repeat a singular noun, we tend to use **this one** and **that one**, not **this** and **that**, e.g.:
>
> *Which tie do you prefer? ~ I like **this one** best.*
> *These cars are French but **that one**'s German.*
>
> When we include an adjective, we use **one(s)** instead of repeating the noun, e.g.:
>
> *I don't like this dress but I like **that blue one.***
> (NOT … *I like ~~that blue~~.*)
> *I used to like pop songs but I don't like **these new ones**.* (NOT … *~~these new~~*.)

Grammar in action



1 We use **this** and **these** to talk about our activities in the present or future:

Have you tried these cakes?
I'm really enjoying this party.

We use **that** and **those** to talk about activities in the past. Here, we're talking about a trip last week:

What's the name of those yellow fish that we saw at the zoo?
That elephant obviously liked apples!



2 On a journey we use **this** for places we are going to arrive in, and **that** for places we have passed:

What's the name of that castle that we saw a few minutes ago?
This next village is called Bakewell.

A Then and now

Complete these short exchanges with *this, that, these* or *those*.

Last weekend we visited ....that....[0] country house near Nottingham.
~ Are the opening hours ....[1] year the same as last year?

Do you remember ....[2] parties we had before we got married?
~ Yes. Don't say anything to Debbie but I don't like ....[3] one at all. I wish we had stayed at home tonight.

......[4] goal in the first half was fantastic, but ......[5] second half is disappointing.
~ I agree. I'll be glad when it's all over.

I read in ......[6] morning's newspaper that long skirts are coming back.
~ Thank goodness. I don't like the short skirts that everybody's wearing ......[7] days.

I was just thinking about ......[8] dreadful package holidays we used to go on with Jake and Debbie.
~ Ugh! Don't remind me! Thank goodness they've already booked a cruise for ......[9] summer – we can go somewhere nice!

WORD FOCUS

Find words from exercise A that have these meanings:

A not as good as expected ......

B terrible ......

B Which one do you prefer?

Complete the sentences with *this*, *that*, *these*, *those*, *one* or *ones*.



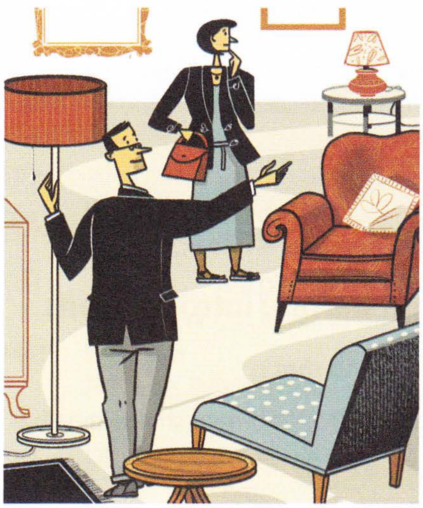


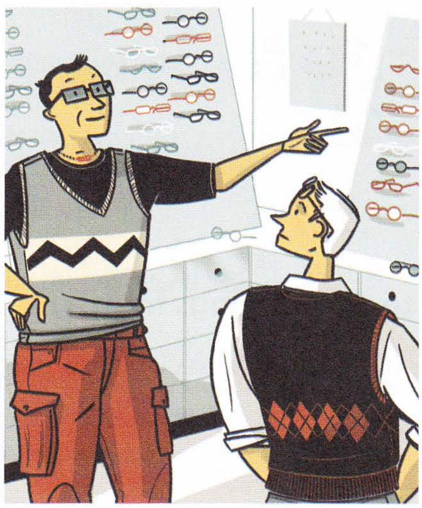


1 Do you prefer ...this... striped blouse or ...... flowery ......?

2 I'm not sure whether I prefer ...... smart shoes or ...... casual ......

3 Which do you prefer? ...... strong Swiss cheese or ...... milder French ......?







4 Well, my dear, do you prefer ...... tall lamp or ...... short ......?

5 I'm not sure whether I like ...... round sunglasses or ...... square ......

6 I like ...... long skirt, but I also like ...... short ......

5 Here are some more examples of **this**, **that**, **these** and **those** without a noun. We use this structure when the meaning is clear without using a noun:

These are my favourite chocolates! (These = these chocolates)

This painting is OK, but I prefer ***those*** *over there.*

Or when we want to point to something that is about to happen, or something that happened in the past:

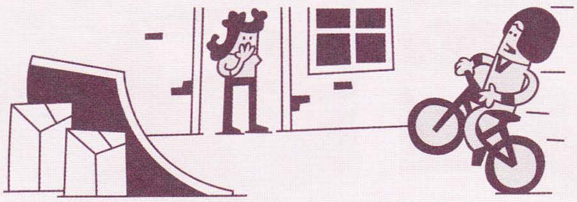
This *is very interesting.* (*This* = the thing I am going to say now)

What was ***that****?* (*that* = the sound that we have just heard)

Grammar in action

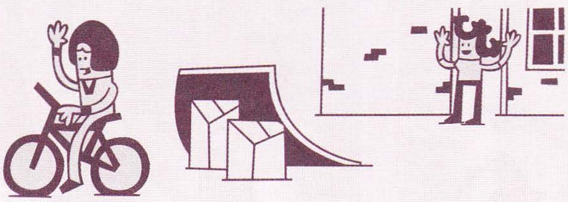
3 We use **this** to point to something we are going to do next. We want to draw someone's attention to what is about to happen. This is very common in informal situations, such as showing our friends or family our skills:

Hey Mum! I can do a jump on my bike! Watch this! (= the thing I am about to do)



And we use **that** to point to something that has just happened. In this example, Mum has just seen the jump:

Well done, Charlie! That was amazing! (= the jump)



4 In more formal situations, we can use **this** and **these** to point to the thing we are going to say next. We want to emphasize that our next sentence contains important information. This might be when we are speaking to colleagues at work:

This is what Jack said: either we start the project now or we'll have to wait till next month. (= The thing I am going to say next is Jack's suggestion.)

The two main points are these: we must work together and everything must be ready by Friday. (= The things I am going to say next are the main points.)

And we use **that** and **those** to point to things that we have already said. We want to refer to information that has been said before:

The hospital needs to be expanded, but I'm not here to talk about that. (= the topic I have just mentioned)

5 We can use **this is** on the telephone to say who is speaking:

Hello, this is Derek Mills. I'm phoning about my hotel reservation.

When phoning friends and family we might just use **it's**. **It's** is less formal than **this is**. Contrast:

Hello, Mrs. Bell, ***this is*** *Amir. Is Peter at home?*

Hi, Dad, ***it's*** *Melissa!*

We can also use **it's … here**. This can be used in formal situations, too:

Hello, it's Professor Chambers here, I'm calling about the conference.

We would not say **this is … here**.

6 We can use **this is** to introduce people:

Matthew, this is my sister, Abigail. And this is her husband, Mitesh.

C Things to come; things from a moment before; introductions

Complete the mini-dialogues with *this, that, this is* and *that's*.

Listen to ……this……⁰! What's brown and sticky? … A brown stick! Ha ha ha!
~ Aargh! ………………¹ a really old joke.

And look, ………………² the best bit, he actually falls off the wall!
~ OK! ………………³ enough! I can't watch any more of ………………⁴.

Hi, Jane, ...[5] Marion, I'm just phoning to say congratulations on your new job!
~ Oh, thanks, ...[6] very kind.

Look at ....[7]. I bought it at the auction on Saturday.
~ Wow! ....[8] amazing! It must have cost a fortune.

....[9] is the 10 o' clock news: two soldiers have been awarded ...
~ ... and ....[10] was the latest news bulletin with Fiona Bruce ...

D Making a speech

Complete these extracts from speeches by circling the correct option.

A

Ladies and gentlemen, I am pleased to be at *this/that*[0] meeting today. It is not my job to make a long speech, but I would like to begin the meeting by telling you *this/that*[1] true story. Several years ago, I had a serious illness. At *this/that*[2] time, medicine was not as advanced as it is *these/those*[3] days ...

B

... I enjoyed my time at university. *These/Those*[4] were the best years of my life. Then I was in the army for two years. After *this/that*[5], I moved to Glasgow to work in a research institute. *This/That*[6] was where I met my wife. I know she's watching *this/that*[7] on the TV at home and I would just like to send her *these/those*[8] words: without you I wouldn't be here today.

E Two brothers



Matt asks his younger brother to help him. Complete the dialogue by putting in *this, that, these,* or *those.*

MATT Tim! What are you doing?
TIM I'm just doing ....this....[0] crossword. It's a bit difficult.
MATT Well, if you help me with something now, I'll help you with ....[1] later.
TIM I've heard ....[2] before!
MATT OK, but I'm serious ....[3] time. Listen. ....[4] is what I want you to do. Here, take ....[5] photos. I want you to take them to Sylvia.
TIM Why can't you go yourself?
MATT I've got ....[6] terrible cold and I'd rather stay at home.
TIM You didn't have a cold ....[7] morning.
MATT Well, it doesn't matter. Listen. Sylvia lives in one of ....[8] houses on the other side of the park.
TIM ....[9] is a posh area. I can't go there dressed like ....[10]. ....[11] jeans have got holes in them.
MATT Well, put ....[12] new ones on – the ones you bought last Saturday. Anyway, Sylvia lives at number 13. Just give her the photos and tell her that I'll see her ....[13] weekend.
TIM OK, but you owe me for ....[14]. I want more than just some help with ....[15] crossword.
MATT OK, OK.

OVER TO YOU Now go to page 124.

19 Quantifiers
Some, any, no; much, many, a lot of

1 We use **some** and **any** before plural nouns or uncountable nouns when we do not need to give an exact quantity or amount:
*There were **some pens** on the desk but there wasn't **any paper**.*

We can also use them without nouns when the meaning is clear:
*Hannah needed some paper but she couldn't find **any**.* (any = any paper)

2 We use **some** in positive sentences:
*I bought **some** cola and Tim bought **some** sandwiches.*

And we use **any** in negative sentences, and with words such as **never** or **without**, which have negative meanings:
*I **never** have **any** clean socks!*
*I managed to use the washing machine **without any** problems.*

3 We use **any** in questions when we do not know what answer to expect:
*Have you got **any** brothers or sisters?*
*Do you have **any** photos of your dog?*

However, we use **some** in questions when we expect the answer 'yes':
*Would you like **some** more cake?*
*Could I have **some** tea, please?*

4 We can use **no** instead of **not … any** with plural nouns or uncountable nouns. **No** is stronger than **not … any** and is often used in more formal situations:
*I **don't** have **any** time to speak to you now.*
*I have **no** time to speak to you now.*

We must use **no** with a noun, but we use **none** on its own to express the same meaning:
*I wanted to buy a ticket for the concert, but there were **none** left.* (none = no tickets)

> **TIP**
> We can use **some**, **any** and **none** + **of**:
> *some of the boys; any of the people; none of the teachers*

5 We use **a lot of**, **much** and **many** to talk about a large quantity of something. We use **much** with uncountable nouns, and **many** with plural nouns. **A lot of** goes with both uncountable and plural nouns:
*There are **a lot of flowers** but there isn't **much grass** or **many trees**.*

6 We normally use **a lot of** in positive sentences and **much** and **many** in negative sentences and questions:
*Sarah **has a lot of books** at home.*
***Have** you **read many books** in French?*
*Harry **doesn't have much time** to read.*

7 We can use (a) **few** instead of **not many** and (a) **little** instead of **not much**:
*I've eaten **a few** strawberries with **a little** cream.*

8 We can use **a lot of**, **much**, **many**, (a) **few** and (a) **little** without nouns when the meaning is clear:
*I didn't eat **much** at lunchtime, so I was hungry when we arrived! ~ Were there many people? ~ No, not **many**, just **a few**.* (*much* = much food; *many* = many people; *a few* = a few people)

Grammar in action

1 We use **some**, **any**, **no**, **none**, etc. to talk about the amount or number of something when we don't have to be exact. This might be when we're deciding what to buy at the shops:
Do we need any tomatoes? ~ There are a few left, but perhaps we should get some more. And there isn't much cheese, so we should buy some for the pizzas.



2 We use **some** in questions to make offers and requests:
Can I have some extra time to finish my homework,? ~ Would you like some help with the last exercise?

3 We use **no** in formal signs when something is against the rules:
No pets allowed in the restaurant.



4 We use **any** and **no** to make short sentences in everyday conversation:
Any news? ~ Sorry, no time to stop and chat now!

5 We use **a few** and **a little** (not **few** and **little**) when we want be more positive about the quantity we are describing. Here we're talking about our life growing up:
My parents had a little money saved so they were able to buy us a few presents on our birthdays. (positive emphasis on the money they saved)
Compare:
My parents had little money so they bought us few presents and we couldn't afford to go on holiday. (more negative emphasis on the small amount of money.)

A What we need to buy

URGENT	OTHER
apples	pepper
sugar	bananas
biscuits	paper napkins
butter	olive oil
potatoes	vinegar

Four friends share a flat and put things on the shopping list. They put things under 'Urgent' when the item is finished and under 'Other' when the item is almost finished. Complete the statements using *any, no, a little* or *a few*.

0 There are ....no.... apples left, but they've still got ..a little.. pepper.
1 They've got .... bananas but they haven't got .... sugar.
2 There's .... butter and only .... olive oil.
3 They've got .... paper napkins but there are .... biscuits at all.
4 They've still got .... vinegar but they haven't got .... potatoes.

B In a clothes shop

Complete these shop conversations by circling the right expression in each case.

ASSISTANT Good morning. Can I help you?
MARK Yes, I'd like to look at *some/any*[0] shirts, please.
ASSISTANT *Some/Any*[1] particular kind?
MARK Plain ones, with *no/any*[2] pattern, or perhaps with just *a little/a few*[3] decoration.

SAPNA Have you got *some/any*[4] smart skirts or trousers in the sale? I need them for work.
ASSISTANT We've got *a little/a few*[5] smart skirts in the sale but I'm afraid we haven't got *some/any*[6] trousers. But there are *some/any*[7] nice new trousers that have just come in and they aren't very expensive.

KIRSTEN I'm looking for *some/any*[8] shoes to go with this suit. I can't see *some/any*[9] suitable ones in the window.
ASSISTANT There isn't *much/many*[10] room in the window so we only have *a little/a few*[11] pairs there. If you look at the back of the shop you'll find *much/a lot*[12] of styles to choose from.

FABIAN Excuse me, are these socks all cotton?
ASSISTANT Yes, they're all cotton. There's any/no[13] other material in *some/any*[14] of the socks on this shelf, but these over here have *a little/a few*[15] lycra in them. Let's see. Yes, 90% cotton, 10% lycra. These days, *a lot of/much*[16] socks have *a little/little*[17] lycra in them.

Quantifiers

Pronouns: *somebody, everything,* etc.

9 With **some**, **any**, **no** and **every** we can form words ending in **-body**, **-one**, **-thing** and **-where**:

*Did you hear **something**? I think I heard a knock, so perhaps there's **somebody** at the door. ~ I didn't hear **anything** and there's **no one** outside.*

Grammar in action

6 We use **somebody/someone** and **anybody/anyone** to refer to a person. We use these words in the same way as we use **some** and **any** (see p. 74):

Positive: *We need someone who speaks Chinese.*
Negative: *I haven't spoken to anybody about the fire.*
Question: *Does anybody live in that house?*
Offer/request: *Can I get you something to drink?*

Everybody/everyone is singular and refers to all the people in a group. We use these words before or after verbs:

We asked for volunteers and everybody was happy to help.
I've invited everyone from work to come to the wedding but I haven't invited everyone I knew at school.

We use **nobody / no one** (two words) in sentences with a positive verb to refer to people:

Nobody has replied to my invitation.

7 We use **something**, **anything**, and **nothing** to refer to a thing or an idea. Here, we're asking for help from a friend:

I need to ask you a favour. Can you do something for me? ~ I'll do anything I can! I've got nothing to do this afternoon.

Everything is singular and refers to all the items in a group of things or ideas:

Everything in this house belongs to me!

8 We use **somewhere**, **anywhere**, **nowhere**, and **everywhere** to refer to places. Here, we're trying to find an item that is lost:

I can't find my bag anywhere and I've looked everywhere I can think of! ~ Now, don't be so dramatic. It must be somewhere! ~ No, really, it's nowhere to be seen.

9 Notice that there is another use of **any**, **anybody**, **anyone**, **anything**, and **anywhere**. We use them in positive sentences to indicate that the choice is free or that everything is possible:

You can read any book from the top shelf.
(= You are free to choose which book you want.)
Anything would be more interesting than that new romance you've bought!
(= All the books would be better.)

C Quiz team

These are the five members of a team that is going to take part in a general knowledge quiz. Complete the questions and answers about the team using the words from the box.

	Profession	Hobbies/Interests
Sara	photographer	fashion, astrology
Mike	lawyer	gardening, foreign films
Lester	chef	skiing, snowboarding
Mary	chemist	theatre
Ron	astronomer	languages

something nobody everything somebody everything ~~anybody~~
anybody somewhere something anything anybody somebody
everything everywhere anybody everything everything

JANE Have you got ....anybody.... [0] who knows about fashion?
FRANK Yes, Sara reads all the magazines. She knows .... [1] about the latest styles.

JANE You must have ....² who knows about the universe, they often ask about the planets.

FRANK I think Ron knows ....³ about astronomy.

JANE Is there ....⁴ who knows ....⁵ about cinema?

FRANK Yes, Mike knows ....⁶ about it. He mostly watches European films though, I think.

JANE Have you got ....⁷ who works in politics?

FRANK No, we've got ....⁸ who actually works in politics. But Mike will know ....⁹ about current legislation from his work. He works ....¹⁰ in the city and he often meets members of the local council.

JANE You need ....¹¹ who knows about sports.

FRANK Well, Lester knows ....¹² about winter sports, he's a fanatic! I'm sure he's been skiing ....¹³ you can in Europe!

JANE Is there ....¹⁴ who knows about sciences?

FRANK Yes, Mary. And she also knows ....¹⁵ about theatre. She's got an amazing memory.

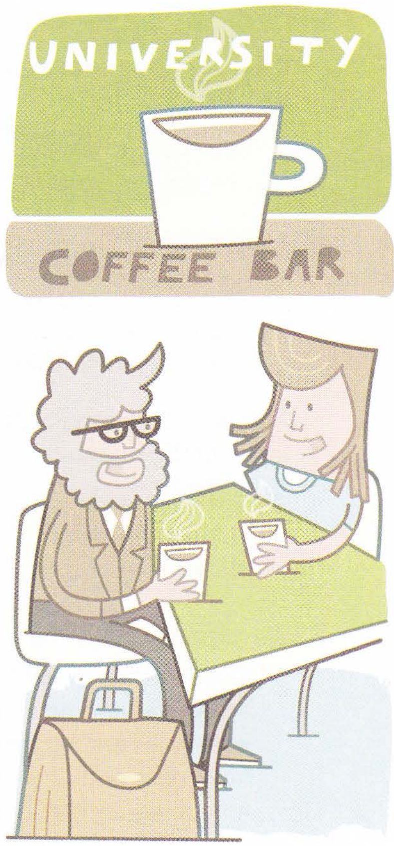
JANE Great! Sounds like you've got ....¹⁶ covered. Good luck!

WORD FOCUS

Legislation is the system of laws and political measures that the government uses to run the country.

D Advice from the Professor

A student wants to do a research degree and is talking to a university teacher in the coffee bar. Complete the dialogue by crossing out the wrong expression in each case.



STUDENT Hello Professor Ramsey. Would you like *some/~~any~~*⁰ coffee?

PROFESSOR Yes, please.

STUDENT Milk and sugar?

PROFESSOR Just *a little/a few*¹ milk, but *any/no*² sugar. Oh, and a biscuit, please!

STUDENT I'm afraid there aren't *any/some*³. I've looked *everywhere/somewhere*⁴ but I couldn't find any.

PROFESSOR That's all right. I shouldn't really eat *anything/nothing*⁵ between meals.

STUDENT Please sit down *anywhere/nowhere*⁶ that you'd like, Professor Ramsey. May I ask you *some/any*⁷ questions about doing a research degree?

PROFESSOR Sure. Do you know *much/many*⁸ about what's involved?

STUDENT Well, I've thought *a lot of/a lot*⁹ about it. I've read *everything/something*¹⁰ on the university website and I've also spoken to *a few/a little*¹¹ students who have already started.

PROFESSOR Have you read *much/many*¹² research papers?

STUDENT Well, we had to read *a lot of/a lot*¹³ them for our degree project.

PROFESSOR And have you written *any/some*¹⁴ articles?

STUDENT *A few/A little*¹⁵, but *none/nothing*¹⁶ that have been published, I'm afraid.

PROFESSOR Hmm... Well, you're not an ideal candidate, but you can take the preparatory course, and I'll take a decision after that.

OVER TO YOU Now go to page 124.

20 Comparative and superlative forms
Adjectives: *tall, taller, tallest*

1 Here are some examples of sentences with **comparative** and **superlative adjectives**:

*The queue was **longer** than I expected.*
*This is the **saddest** story I've ever heard.*

2 Short adjectives
We make the **comparative and superlative form** of adjectives of one syllable by adding -**er** and -**est**:

tall	→ taller	→ tallest
cheap	→ cheaper	→ cheapest

3 If the adjective ends in -**e**, we add -**r** and -**st**:

nice	→ nicer	→ nicest

4 If the adjective ends in one vowel and one consonant, we double the consonant and add -**er** and -**est**:

big	→ bigger	→ biggest
hot	→ hotter	→ hottest

5 Long adjectives
If the adjective ends in -**y**, change the **y** to **i** and add -**er** and -**est**:

pretty	→ prettier	→ prettiest
happy	→ happier	→ happiest

6 A few forms are irregular:

good	→ **better**	→ **best**
bad	→ **worse**	→ **worst**
far	→ **further**	→ **furthest**

Also note the irregular comparative and superlative forms of the quantifiers **little**, **much** and **many**:

little	→ **less**	→ **least**
much	→ **more**	→ **most**
many	→ **more**	→ **most**

7 We normally make the comparative and superlative of other adjectives with **more** and **most**:

Adjectives ending in -**ing** e.g. **boring**, **interesting**
Adjectives ending in -**ed** e.g. **tired**, **settled**, **annoyed**
Adjectives ending in -**ful** e.g. **careful**, **helpful**
Adjectives ending in -**less** e.g. **useless**, **hopeless**
Long adjectives e.g. **practical**, **expensive**

*That was the **most boring** book I've ever read!*
*This book is **more expensive** than that one.*

> **TIP**
> We can make a negative comparative with **no**:
> *Their flat is **no bigger** than ours.*
> *The clothes in this shop are **no more expensive** than those in the market.*

8 We use **adjectives** with nouns and pronouns. They describe the people or things we are talking about.

Grammar in action

1 We use a **comparative adjective** + **than** to compare one person or thing to say how they are different. We might talk about the appearance or character of people we know:

Tim is taller than the other boys.
Our new neighbours are more pleasant than the old ones.

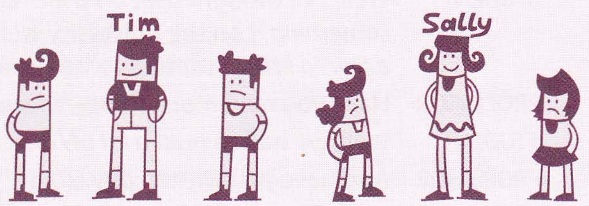
2 We can use a **comparative adjective** with **than all the other / any / anything / ever** to compare one person or thing with every other thing in the same group:

This TV is more expensive than all the others.
This is a better price than any of the others.

3 We use **the** + **a superlative adjective** when we compare a person or thing with all of the group they are in. We want to say that one of the people or things is 'more … than the others'.

This TV is the most expensive.
This is the best price.

4 We can add more detail to the comparison using **much**, **far**, **a lot**, **a bit**/**little**. We might do this if we want to make it very clear which person we're talking about in a group sentence:



Tim is a bit taller than the other boys.

Sally is much taller than. the other girls

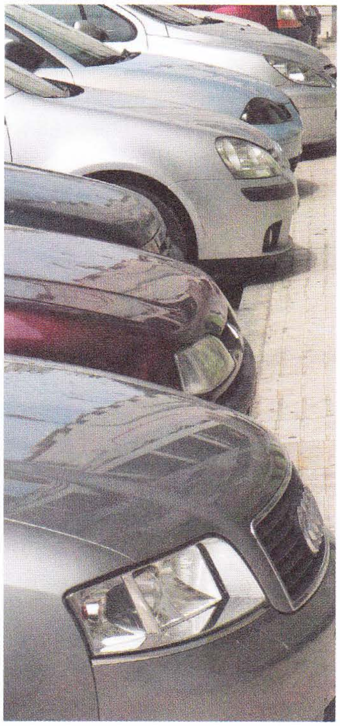
5 We don't have to mention the second part of the comparison when we can understand it from the rest of the sentence:

The other boys are tall but Tim is a bit taller.

A Different cars

Look at the table below and complete the sentences using comparative and superlative forms of *long, short, big, small, light, heavy* and *expensive,* and *than*.

	length (m)	engine size (cc)	weight (kg)	seats	price (£)
Wheeler	3.9	1198	1,014	5	8,000
Autostar	4.1	1390	1,182	4	12,000
Cruiser	4.2	1781	1,359	5	14,000



0 Length: The Autostar is longer than the Wheeler but shorter than the Cruiser.

0 Length: The Cruiser is the longest of the three.

1 Engine size: The engine in the Autostar is .... the one in the Cruiser; the Wheeler has .... engine.

2 Weight: The Autostar is .... the Cruiser; in fact, the Cruiser is .... of the three.

3 Seats: The Wheeler and the Cruiser have a .... seating capacity .... the Autostar.

4 Price: The Autostar is .... the Wheeler, but the Cruiser is .... of the three.

B School report

Complete this school report about a sister and brother with the correct comparative or superlative form of the words in brackets. Use *than* where necessary.

Jenny and Bob are happier than [0] *(happy) they were at the beginning of the year because they are* .... [1] *(settled). They are* .... [2] *(good) most of their classmates at maths and science. In fact, in the last test Jenny got* .... [3] *(good) mark. They are a bit* .... [4] *(weak) in languages but certainly not* .... [5] *(weak) in the class.*

C Comments about friends

Complete the comments using comparative or superlative forms of the adjectives given.

0 Amy is / bright / the rest of the class. Some people say she's / intelligent girl in the whole school.

Amy is brighter than the rest of the class. Some people say she's the most intelligent girl in the whole school.

1 I find Clive / interesting / Tom. His jokes are some of / funny / ones I've ever heard.

....

2 Greta is / good / most people at chess but she isn't / good / player in the club.

....

3 Loïc is / lazy / person I've ever met. He does / little / anyone else.

....

20 Comparative and superlative forms

Adverbs: *early, earlier, earliest*

9 We use **adverbs** with verbs, adjectives or other adverbs. They tell us how, when, where or how often something happens:

*Jane drives **slowly**.*

(For more information on adverbs, see p. 86.)

10 We make the **comparative** and **superlative** form of some short **adverbs** with -**er** and -**est**:

fast	→	**faster**	→	**fastest**
hard	→	**harder**	→	**hardest**
early	→	**earlier**	→	**earliest**
soon	→	**sooner**	→	**soonest**

11 We make the **comparative** and **superlative** form of most **adverbs** with **more** and **most**:

clearly	→	**more clearly**	→	**most clearly**
frequently	→	**more frequently**	→	**most frequently**

12 Some common **adverbs** have irregular **comparative** and **superlative** forms:

well	→	**better**	→	**best**
badly	→	**worse**	→	**worst**
far	→	**further**	→	**furthest**
hard	→	**harder**	→	**hardest**
late	→	**later**	→	**latest**

13 We can use **less** or **least** with a **comparative adjective** or **adverb** to compare things in a negative way:

*Older people are **less mobile** than youngsters.*
*He plays golf **less frequently** than he used to.*
*James is **the least capable** of all the candidates.*

TIP

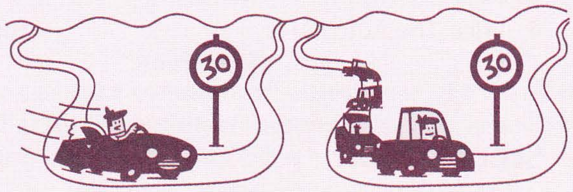
When we use **better** to talk about someone who has been ill, it usually means 'well again', e.g.:

*My mum was ill last month but she's **better** now.* (= she's all right now)

Grammar in action

⑥ We use **comparative adverbs** to compare actions, for example when we talk about the way people do things:

When Phil had his accident, he was driving a lot faster than the speed limit. These days, he drives much more slowly and carefully. He says he used to arrive at work earlier but it's better to be safe than sorry.



D Comparing people in a group

Use the words given to express a similar meaning.

0 Tom is the fastest runner in the school.
Nobody else in the school / run / fast / Tom. Nobody in the school runs faster than Tom.

1 Everybody sings better than me.
I sing / badly / everybody else. ....

2 She used to visit us more often.
Nowadays, she visits us / often / she used to. ....

3 Nobody takes more care of their plants than my mother.
My mother looks after her plants / careful / than anyone else. ....

4 Rod was the first to arrive.
Rod arrived / early / everyone else. ....

E How are things different from 20 years ago?

Complete this dialogue with the correct comparative or superlative expression, using the words in brackets where they are given.

PAUL Do you think life is ....easier than....⁰ (easy) it was 20 years ago?

WENDY It depends. Nowadays, there's ....[1] (much) work for some people and ....[2] (little) for others compared with before. Typically, people in jobs like mine work ....[3] (long) we did when I was young.

PAUL But you're still young.

WENDY Well, all right, but I'm ....[4] (old) in the shop where I work. I worry ....[5] (much) about the future and I feel like I work ....[6] (hard) for the same wages. Everything is ....[7] (expensive) and ....[8] (complicated) when we were younger.

PAUL That's a funny attitude when the standard of living in this country is ....[9] (high) that it has ever been!

WENDY Is it? It doesn't feel like that to me!

PAUL You used to talk ....[10] (optimistic) than that. My mother said that you were ....[11] (positive) person she knew when we were young. Sorry, I mean when we were ....[12] (young).

WENDY But things have changed. Don't you think that things nowadays are ....[13] (bad) than they were?

PAUL I personally take things ....[14] (easy) now than I did before . Now that I'm ....[15] (old) and ....[16] (wise) I'm ....[17] (relaxed).

WENDY I suppose if I could relax, I'd see things ....[18] (positive). Maybe it's me that's changed.

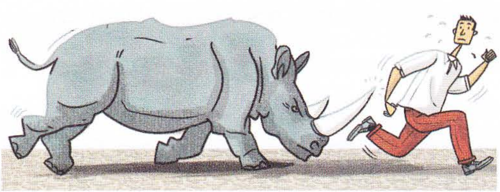
PAUL That's certainly a ....[19] (good) way to look at things!

WORD FOCUS

An *attitude* is a way of looking at things.

F How to do things better

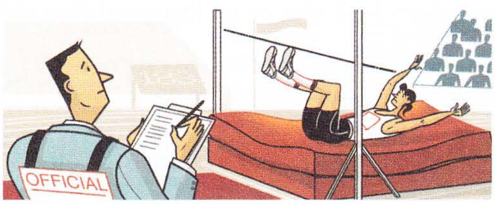
Complete the captions with comparative adverbs.



0 He should run ....faster.... .



1 He should hit the ball ....



2 She should jump ....



3 She should arrive ....

OVER TO YOU Now go to page 124.

21 *(Not) as … as, enough, too*

They ran as fast as they could, but not fast enough.

1 We use **(not) as … as** to say that people or things are (not) the same in some way. We can use an adjective, adverb or quantifier with **(not) as … as** like this:

*Their flat is **as big as** ours.*
*They ran **as fast as** they could.*
*This time there are**n't as many** people **as** last time.*
*You should save **as much as** possible.*

2 We can also use **(not) the same + noun + as** to compare people or things in this way:

*Their flat is **the same size as** ours.*
*The chairs should be **the same height as** the table.*

3 We use **enough** before nouns:

*I'm afraid we haven't got **enough milk**.*

We use **enough** after adjectives and adverbs:

*This car isn't **comfortable enough** and the other one doesn't go **fast enough**.*

4 We can use **enough** without a noun when the meaning is clear:

*Let's stop work now. We've done **enough**.*
(= enough work)

5 A phrase with **enough** can continue with **for** and a noun or pronoun:

*Have we got **enough** bread **for breakfast**?*
*This coffee isn't strong **enough for me**.*

6 A phrase with **enough** can continue with an infinitive:

*I haven't got **enough space to pack** my hairdryer.*
*This bike is **light enough to carry** as hand baggage.*

We can also combine phrases with **for** and **to**:

*There wasn't **enough** time **for me to finish** my dinner.*

Grammar in action

1 We use **as … as** to compare two things when we are making a choice. This might be when we are deciding what to buy:

I don't think I want a vase as tall as that red one, but the small vase is as expensive as the tall ones. I'm not sure I want to pay as much as that.

2 Many common idioms in English use **as … as** to emphasize an adjective in a description. Here are some examples:

He was as pleased as Punch. (= very pleased)
Jo's face went as red as a lobster. (= very red)
Coffee should be as dark as night, as strong as death, and as sweet as love.

3 We use **enough** in positive sentences to say that we have the right amount of something:

We've got enough apples to last until January.

> **TIP**
> Informally, we can use the phrase **I've had enough of + noun** to express frustration or impatience.
> *I've had enough of this awful weather!*

4 We often use **enough** in a negative sentence to say that we do not have as much of something as we need:

We don't have enough money to pay the bills.

5 We use **enough** in questions to check that someone else has what they need. For example, we can make sure a guest is comfortable:

*Have you got **enough** room? ~ Yes, I'm OK.*
*Have you had **enough** potatoes? ~ Plenty, thanks.*

A A new language course.

Complete the conversation using the prompts and *as … as* or *the same … as*.

GEOFF So how's your course, Tom?
TOM It's OK. Our new teacher is as good as the old one [0] (be good / the old one).
GEOFF Are you learning a lot?
TOM Yes, but not .... [1] (much / before).
GEOFF How good is your Russian now?
TOM Well, I can .... [2] (understand / well / the other students) but I can't .... [3] (speak / fluently / them).
GEOFF Are you progressing .... [4] (quickly / you hoped)?

> **WORD FOCUS**
> Find words in exercise A that have these meanings:
> A improving, moving forward ....
> B a test of my abilities ....

TOM Not really. Though I've had a lot of work recently so I haven't been attending .... [5] (many / lessons / I wanted). We've got .... [6] (amount of homework / last year) though, so I hope I'll keep improving if I work at home, too.

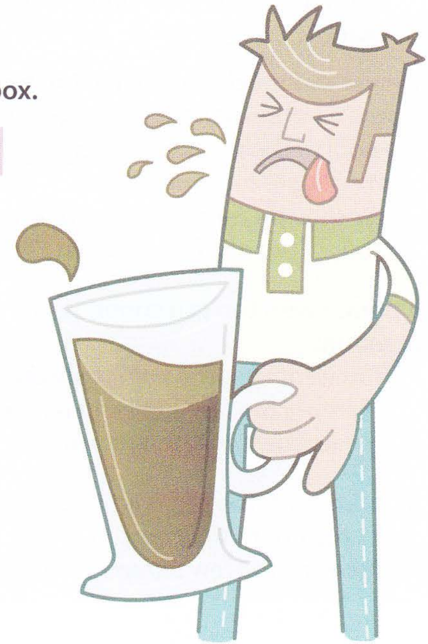
GEOFF Are you using .... [7] (books / before)?

TOM No, this course is the next level, so it's not .... [8] (easy / the one last year). But that's OK because I like a challenge!

B Always complaining!

Lewis never seems to have the right amount of the things he needs. Complete these sentences with *enough* and one of the words from the box.

often well air fast flour large money ~~sweet~~ strong



0 This hot chocolate isn't sweet enough to drink.
1 Have we got .... to make a cake?
2 The bookshelf isn't .... to hold all those books.
3 Do you think there's .... in my bicycle tyres?
4 Have we got .... for a new TV?
5 Our internet connection isn't .... to download a film.
6 We haven't got a vase that's .... for all those flowers.
7 His room is a mess. He doesn't tidy it ....
8 The old hoover didn't clean the carpet ....

C Things I said today

Complete the sentences with *enough* and the word in brackets, making any other necessary changes.

0 These shoes are size 9 but Peter takes size 10.
The shoes are not big enough for (big) Peter.
1 It takes half an hour to walk to the station. The train leaves in 45 minutes.
We have .... (time) walk to the station and catch the train.
2 People usually eat two sausages and we have 10.
We have .... (sausages) five people.
3 It isn't very light so we can't take any photos.
It isn't .... (light) take any photos.
4 The bed is 180 cm but Sally is 185 cm tall.
The bed isn't .... (long) Sally.
5 We can't go to the beach because it's a bit cold.
It isn't .... (warm) go to the beach.
6 He doesn't play his music loudly. It doesn't annoy the neighbours.
He doesn't play his music .... (loudly) to annoy the neighbours.

7 **Too slow** and **not quick enough** mean the same thing. We can use **too** with an adjective, an adverb or quantifier like this:

too big *too quickly*
too much noise *too few people*

8 We use **too** before an adjective or adverb:

*My new shoes are **too small**. I bought them **too quickly**.*

We use **too much**, **too many**, **too few** and **too little**. before a noun. In these sentences, we can leave out the noun if the meaning is clear:

*We bought **too much paint**.*
*We thought we hadn't bought enough paint, but we'd bought **too much**.* (too much = too much paint)

9 A phrase with **too** can continue with **for** and a noun or pronoun:

*This weather is **too hot for my dad**.*
*There are **too few chairs for all these people**.*
*The teacher spoke **too fast for me**.*

10 A phrase with **too** can continue with an infinitive:

*It's **too hot to sit** in the sun.*
*There are **too few players to make** a team.*

When the subject of the sentence is (in meaning) the object of the infinitive, we omit the object, so:

*The soup was **too hot to eat**.*
(NOT ~~*The soup was too hot to eat it*~~.)

> **TIP**
> In negative statements, people sometimes use **too** with a meaning similar to **very**:
> *I don't know **too much** about computers.*
> (= I don't know very much …)
> *She didn't look **too happy**.* (= … look very happy)

Grammar in action

6 We use **too** to mean 'more than enough' or when we have more of something than we need. When we go shopping, we can talk about whether the things we look at are suitable:

I want a simple camera. This one has too many buttons.
That jacket is too big for you.
I don't want anything too expensive. I can't pay more than about £40.



D Vehicle problems

Complete the sentences with *too* so that they correspond to the information given.

0 The speed limit is 100kph but Gregg's driving at 35kph.
Gregg's driving too slowly.

1 The car holds five people but there were seven in it.
There were .... people in the car.

2 Max isn't old enough to have a motorbike.
Max is .... to have a motorbike.

3 John's car was parked for two hours but he had only paid for 45 minutes.
John's car was parked for ....

4 We haven't got enough petrol for a drive to the coast.
We've got .... petrol for a drive to the coast.

5 The tyres need more air.
There's .... air in the tyres.

6 There aren't enough service stations on this road.
There are .... service stations on this road.

7 Jenny did very badly in the exam.
Jenny didn't do .... in the exam.

E The imperfect holiday

Complete the conversation using the words in brackets and *as … as*, *enough* or *too*, and adding *to* or *for* where necessary.

SUE Did you enjoy your holiday?

PIPPA It didn't go ....as well as.... [0] we'd hoped.

LUCY Things started badly at the airport. There weren't .... [1] (people) checking the luggage so the queue was enormous.

SUE But was the flight OK?

PIPPA It was one of those planes with the seats .... [2] (close together) possible so you can't stretch your legs. However, the flight was .... [3] (short) so it wasn't a big problem.

LUCY And there were far .... [4] (many) young men who had packed far .... [5] (much) in their hand luggage, so their bags were .... [6] (big) to go in the lockers.

SUE What about the hotel?

PIPPA It was all right, I suppose, but we couldn't change the air conditioning, so it was .... [7] (cold) me.

LUCY And the food wasn't .... [8] (wonderful) the website claimed. It was much .... [9] (oily). In any case, every meal was rushed so there was never .... [10] (time) really enjoy it.

SUE Did you visit the old town?

PIPPA Yes, it was all organized in groups, but the groups were .... [11] (big). And our guide didn't speak .... [12] (loudly), so it was impossible to hear her.

LUCY The cathedral was wonderful, though. It really is .... [13] (spectacular) everybody says.

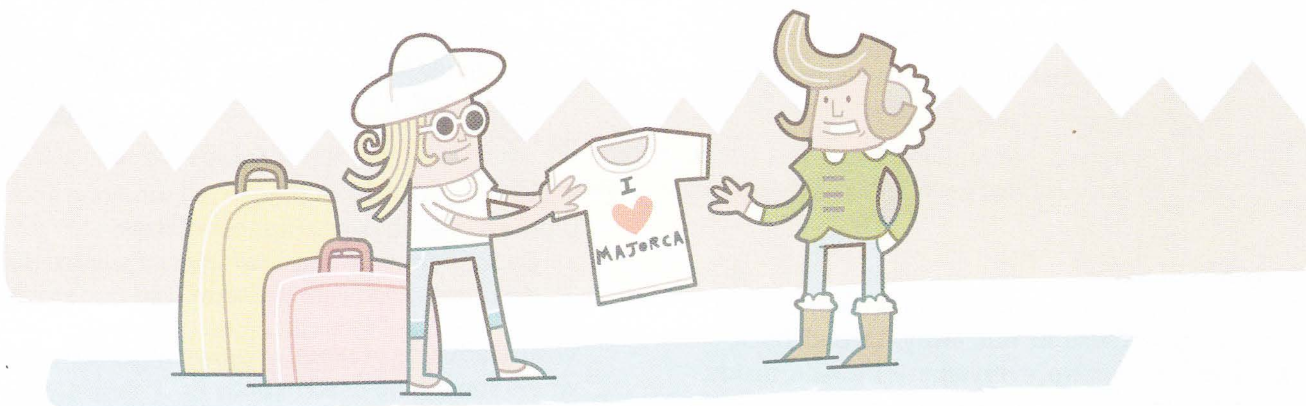
SUE And the night life?

PIPPA Great, although the bars are always .... [14] (noisy) a serious conversation.

LUCY Nobody wants a serious conversation on holiday. We obviously enjoyed it because we were out so late that most days we got up .... [15] (late) have breakfast.

PIPPA On the last day, we went shopping and we bought you this T-shirt. I hope it's .... [16] (big) you.

SUE Oh, how nice! Yes, it's my size.



OVER TO YOU Now go to page 124.

22 Adverbs
Adverbs of frequency, time, place, and manner

1 We use **adverbs** with verbs, adjectives or other adverbs. They tell us how, when, where or how often something happens:

He speaks ***quickly****.*
Dan played football ***yesterday****.*
Has Jo gone ***outside****?*
I ***always*** *eat breakfast.*

2 Adverbs of frequency
Adverbs of frequency tell us how often something happens. They include **always**, **ever**, **often**, **usually**, **sometimes**, **seldom/rarely**, **never**.

Jim is ***always*** *the first to arrive.*
Have you ***ever*** *played squash?*

Adverbs of frequency usually come after **be** and auxiliaries, but before the main verb.

Sometimes and **usually** can also go at the beginning of the sentence:

Sometimes *we play cricket on Friday.*
Usually *Laura and I walk to school together.*

We can also use **every day**, **once** or phrases like **twice/three times a week** to talk about frequency. These can go at the beginning or end of the sentence:

Every Thursday *we have lunch together.*
I play bridge ***twice a week****.*

3 Adverbs of time
Adverbs of time explain when something happens. They include **today**, **yesterday**, **tomorrow**, **early**, **late**. These adverbs usually go at the end of the sentence:

What are you doing ***today****?*
We are leaving ***tomorrow****.*

Today, **yesterday**, **tomorrow** and **afterwards** can also go at the beginning of the sentence:

Yesterday *it rained all day.*
Today *we studied the life of frogs.*

Common phrases that are used as adverbs of time are:

on Friday, etc.	last Friday, etc.
next Friday, etc.	in January, etc.
in 1999, etc.	for two years, etc.

4 Adverbs of place
Adverbs of place tell us where something is. They include **here**, **there**, **in**, **out**, **away**, **abroad**, **back**, **around**, **somewhere**, **everywhere**, **outside**, **inside**, **upstairs**, **downstairs**. They usually go at the end of the sentence:

We're going to meet ***here/there****.*
Her grandparents live ***abroad****.*

We can use many phrases as adverbs of place:

on the roof	in the park	at the bus stop
along the road	to Paris	into the room

5 Adverbs of manner
Adverbs of manner tell us how something is done. They usually go after the verb, or after an object:

She sings ***beautifully****.*
His sister doesn't speak French ***well****.*

Short adverbs ending in **-ly** can also go between the subject and the verb if they are not the main information:

I ***quickly*** *realized that there was a problem.*
The examiner ***quietly*** *helped Marie to gather her papers.*

6 When there is more than one adverb after the verb, the normal order is manner, place, time:

Everyone went ***slowly upstairs****.* (manner, place)
We worked ***hard in the garden yesterday****.* (manner, place, time)

Grammar in action

1 We can use **adverbs of frequency** to talk about our habits, and how often we do things in the present, or have done them in the past:

When I was at school I always studied before exams but I hardly ever got good marks. I rarely failed though.

2 We use **adverbs of manner** to describe a process, or explain how to make something. For example, when we are cooking:

It's a good idea to read the recipe carefully. If it's the first time, you should follow the recipe exactly and mix the ingredients thoroughly.



3 We can use **adverbs of time** to tell someone about the progress of a job over a number of days:

On Saturday we worked outside and painted the doors and windows there. We worked inside today.

4 We use **adverbs of place** when we want to describe where something or somebody is:

My father isn't here at the moment, he's away. I think he's abroad.

A Describing people's habits

Put the words in the correct order to make sentences.

0 always / arrived / early / has
Jenny has always arrived early.

1 upstairs / sleeps / never
Grandfather ....

2 abroad / holidays / take / rarely / their
They ....

3 bed / ever / go / late / to / you
Do .... ?

4 badly / dogs / often / the / treats
He ....

5 hard / Larry / try / usually
Does .... ?

6 every / goes / Scotland / to / week
Adam ....

B A quiet village life

Complete this radio interview by putting the expressions in brackets in the correct order.



JASON Today we have a special guest in the studio, someone who has worked successfully in education and in publishing [0] (has / worked / in education and in publishing / successfully), Karen Lanchester. Thank you for .... [1] (coming / this morning / to the studio).

KAREN My pleasure, Jason.

JASON You .... [2] (been / in the news / often / have) recently. We seem to see your photo .... [3] (every day / in the papers). And we saw you on television last Saturday.

KAREN That's because my latest novel .... [4] (come out / has / just).

JASON Do you ever find that you have more work than time?

KAREN Well, I find that interruptions are the main problem, so I spent last year living .... [5] (quietly / in a little village).

JASON Were you there for the whole year?

KAREN More or less. I .... [6] (at weekends / occasionally / went / to London).

JASON Did you stay in the village all the time?

KAREN Yes, but I didn't stay in the house from morning to night. I .... [7] (for a walk / sometimes / went) in the woods.

JASON And did you look after yourself?

KAREN No, a young woman .... [8] (to the house / came / twice a week) and kept the place tidy, but she knew that I needed peace and quiet, so she .... [9] (ever / hardly / spoke) to me.

JASON Fine. Now I think it's time for you to tell us a little about your novel.

KAREN Well, it's about a woman who lives .... [10] (for a whole year / happily / in a village).

Adverbs
Adverbs of probability, degree, and completeness

7 Adverbs of probability
Adverbs of probability, e.g. **certainly**, **probably**, **definitely**, can go between the subject and the verb after a positive auxiliary and before a negative auxiliary:

*You **certainly** made your position very clear.*
*They'll **probably** change their minds.*
*They **definitely** won't arrive on time.*

However, **maybe** and **perhaps** usually go at the beginning of the sentence, e.g.:

***Perhaps/Maybe** they'll like each other.*

8 Adverbs of degree
We can use adverbs of degree to change the strength of other adverbs and adjectives. They go before the adjective. Here are some adverbs of degree which make adverbs and adjectives stronger:

very really extremely incredibly absolutely

*I'm **really** excited about the new James Bond film.* (stronger than *I'm excited about …*)

Here are some adverbs of degree which make adverbs and adjectives weaker:

slightly a bit quite fairly rather

*He was **a bit** upset that he wasn't invited to the party.* (not as strong as *He was upset …*)

9 Adverbs of completeness
We can use some adverbs to describe how complete an action is. These include **completely**, **totally**, **perfectly**, **virtually**, **practically**, **almost**, **hardly**, **scarcely**. They go between the subject and the verb, or after an auxiliary:

*I **completely** forgot her birthday.* (= I didn't think of it at all.)
*We have **virtually** finished the project.* (= We have finished most of it.)
*You'll **hardly** have time for any lunch.* (= You'll have almost no time.)

Grammar in action

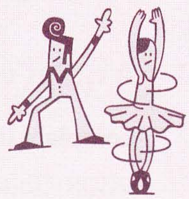
5 We can use **adverbs of probability** to talk about how certain, or uncertain, our plans and arrangements are:

When we're in New York, we'll probably visit the Guggenheim Museum. Perhaps we'll take one of those boat trips on the Hudson.



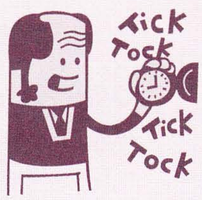
6 We can use **adverbs of degree** to compare two or more people or things:

John dances quite well, but Joanna dances really well.
Children learn incredibly fast, whereas adults learn fairly slowly.



7 We can use **adverbs of degree** and **completeness** to comment on the way someone or something works:

My watch is old, but it works perfectly well.
Brian is extremely conscientious and is practically never ill or late.



C Peter and Simon lead very different lives

Peter likes the quiet life, while Simon likes excitement. Underline the more likely adverb of degree in each case.

0 Peter didn't want to go to work today because he was feeling *rather/extremely* ill.
0 Simon had to go to hospital today because he was *rather/extremely* ill.
1 Peter had a cup of coffee because he was *really/a bit* tired.
2 Simon fell asleep at his desk because he was *really/a bit* tired.
3 Peter was *very/fairly* happy because he found a £5 note yesterday.
4 Simon was *very/fairly* happy because he won a car yesterday.
5 Peter likes to drive *quite/incredibly* fast but never breaks the speed limit.
6 Simon is a very dangerous driver because he likes to drive *quite/incredibly* fast.

D Talking about certainty and uncertainty

Read this email from Matt to his sister Jas about his plans for the summer. Circle the correct word.

Hi Jas,

How are things? Just to let you know my plans for the summer.

Well, I think I'll *maybe/probably/perhaps*[0] come home next week. I'm not sure exactly when yet, but *definitely/probably/maybe*[1] it'll be next Monday. Tim is coming with me for a couple of days. Then we're *perhaps/maybe/definitely*[2] going to Spain for a week or two to relax. His parents have a flat there, so we'll *maybe/probably/perhaps*[3] stay with them because it'll be free! When we come back I'll *perhaps/definitely/maybe*[4] need to get a job to earn some money! *Probably/Certainly/Perhaps*[5] I'll go back to the café I worked in last year– *maybe/definitely/certainly*[6] they'll have some work for me again. Let's hope so!

What about you? Have you *probably/definitely/maybe*[7] decided to get married? You *maybe/certainly/perhaps*[8] didn't take long to make up your mind. I'll *definitely/perhaps/maybe*[9] come to the wedding and *certainly/probably/maybe*[10] I'll even wear a suit! You know how much I hate them though!

Take care. See you soon. Love, Matt

E A foreign trip

Ryan and Lyn are discussing holidays. Complete their conversation by filling each gap with two of the three expressions in brackets.

Inland means 'away from the sea'.

WORD FOCUS

RYAN Do you ....always go.... [0] (~~always~~, ~~go~~, perhaps) abroad for your holidays?

LYNN No, we stay .... [1] (at home, ever, most years). Foreign holidays .... [2] (are, never, usually) exhausting and we .... [3] (definitely, fairly, prefer) a quiet life. How about you?

RYAN We haven't .... [4] (been, never, often) abroad but we went .... [5] (seldom, last year, to Spain).

LYNN Isn't it full of tourists?

RYAN No, Spain is a .... [6] (big, perfectly, very) country and the tourists tend to be .... [7] (always, in the summer, on the coast). We stayed mostly inland so we managed to avoid the tourist parts. We went through some villages that were .... [8] (empty, practically, probably) because a lot of people have moved to the towns, but the people who were living there were .... [9] (absolutely, delighted, delightful) to see visitors. They .... [11] (made, certainly, maybe) made us very welcome.

LYNN Do you speak Spanish?

RYAN My wife speaks it .... [11] (fluent, fluently, quite), and she also speaks some Catalan. That was helpful when we were in Barcelona, in Catalunya, because it is .... [12] (different, differently, rather) from the rest of Spain.

LYNN Isn't that where that famous cathedral is?

RYAN Yes, it's called the Sagrada Família. It's .... [13] (absolutely, enormously, enormous) though not .... [14] (attractive, particular, particularly), if you ask me.

LYNN Would you like to go back to Spain?

RYAN Yes, we .... [15] (certainly, hardly, want) to go back, but it .... [16] (maybe, probably, will) be a few years before we can afford to go abroad again.



OVER TO YOU Now go to page 124.

23 Connecting adverbs
So, too, either, neither

1 We use **so** + **auxiliary verb** + **subject** in a positive sentence to say that something is true of two subjects:

I'm excited about the wedding! ~ ***So am I.***
Jenny's invited Martin to the party. ~ ***So has Mark.***

If there is no auxiliary verb, we use **do/does/did**:

Oliver lives in Leeds. ~ ***So does Alex.***

2 Instead of **so am I**, we can say **I am, too**.

Oliver lives in Leeds. ~ ***Alex does, too.***

3 We use **neither** + **auxiliary verb** + **subject** in a negative sentence:

Joe can't speak German. ~ ***Neither can Megan.***
Hans doesn't understand Chinese. ~ ***Neither do I.***

> **TIP** Notice that if the main verb is positive, we use a negative auxiliary, and if the main verb is negative, we use a positive auxiliary.

4 Instead of **neither am I**, we can say **I'm not, either**:

Hans doesn't understand Chinese. ~ ***I don't, either.***

(For information on **either … or** and **neither … nor**, see p. 102.)

Grammar in action

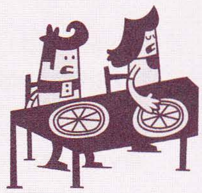
1 We can use **so** and **too** when we want to add another fact or more information to a conversation without repeating the whole sentence. We can use them to talk about relatives, friends, and colleagues:

Greg likes Jack and his brother does, too. ~ Yes, I play football with Jack and so does Greg's brother.
Liz is very helpful and so is her sister. ~ Yes, they both helped us with the last party and Philip did, too.

2 We can use **neither** and **either** when we want to add another negative fact or idea to a conversation. We can use them to talk about things we don't do or don't like:

I don't each much meat and neither does my husband. My parents don't like blue cheese, and I don't, either.

3 We can use **so**, **too**, **neither** and **either** in short answers when we want to agree with what someone is saying or say that our experience is the same:



I don't like pizza. ~ Neither do I.
We loved that book. ~ So did we.

4 We can use **so**, **too**, **neither** and **either** with a possessive subject (**mine**, **Ben's**, **ours**, etc.) to compare the things we own with someone else's:

Emma's birthday is in April. ~ So is mine!
Her party was brilliant last year. ~ Ian's was, too.

A Talking about your family

Read this email from John telling his friend about his family. Choose the correct answer.

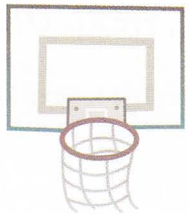
Dear Talla,

You asked about my family, so here's a bit more information. I go to a secondary school in Manchester, and ...so...[0] (so/either/too) do my two brothers, Jake and Nathan. I love my school, and they do, ...[1] (so/too/either). I don't like art , and Jake doesn't, ...[2] (neither/too/either). I prefer science and ....[3] (too/neither/so) does Nathan. You said you enjoyed swimming and I do, ...[4] (neither/so/too). And you also said you didn't like football. I don't, ...[5] (too/neither/either), and ....[6] (neither/either/so) do my brothers. We all hate it! My father loves it and ....[7] (too/either/so) does my mother, but they only watch it on TV, they don't play!

I'm going on holiday next week and I think you said that you are, ...[8] (so/too/either). Write to me when you get back.

Your friend, John

B Do I know you?



Two students have just met at university. Complete the gaps using *so* or *neither* and the correct auxiliary.

SARAH Hi, I'm Sarah. Where are you from?
HELEN I was born in Wales.
SARAH That's funny, ...so was I!...[0]
HELEN But I didn't like my town.
SARAH ....[1].
HELEN When's your birthday Sarah?
SARAH In January.
HELEN ....[2].
SARAH But I don't really like birthday parties.
HELEN ....[3]. I prefer to go to the cinema with a few friends.
SARAH ....[4]. Though I don't know many people here yet.
HELEN ....[5]. I want to join the basketball team.
SARAH ....[6]. Did you play at school?
HELEN Yes, I played for my school and the Welsh team.
SARAH ....[7]. Did you play in the final last summer?
HELEN Yes, I did.
SARAH ....[8]. I think we met then.
HELEN Yes, ...[9].



C Staff room gossip

Two teachers are talking about their pupils. Complete the sentences using the words in brackets and the correct auxiliary.

MR REID My class this year is better than last year.
MS PIKE ...So is mine...[0] (mine, so), though the students aren't as quiet as I'd like.
MR REID ....[1] (mine, neither). How many have you got? I've got 31.
MS PIKE ....[2] (I, too). I think that your class has one or two brothers and sisters of some of my pupils.
MR REID ....[3] (I, so). For example, I have Billy Jarvis, who's very good at maths.
MS PIKE ....[4] (his sister, so), Holly, who's in my class. Then there's Isabel Pinter, who writes wonderful essays.
MR REID ....[5] (her brother, too). But he can't draw at all.
MS PIKE ....[6] (Isabel, either). A lot of these things run in families. Last year, I had a boy who drew very good faces and ....[7] (his older sister, so). She was in my class the year before.
MR REID Have you got anybody called Smithson? I've got Philip Smithson and he doesn't take an interest in anything.
MS PIKE ....[8] (his brother, neither). Well, they can't all be brilliant.
MR REID No, but they could all show a bit of interest.

23

Connecting adverbs

First, next, then, etc.; actually, fortunately, etc.; only, even

5 We use **first**, **second**, etc., **then**, **next**, **later**, **afterwards**, **meanwhile**, **finally** to show the order that something happens in. These adverbs tend to go at the beginning of the sentence:

*Mum, can we go and play football? ~ Not now. **First** you must tidy your room. **Then** you have to do your homework. **Afterwards** you can go and play football.*

6 We use **actually**, **apparently**, (**un**)**fortunately**, **frankly**, **hopefully**, **luckily**, **obviously** to say what we think about an action or situation. These adverbs tend to go at the beginning of the sentence:

***Luckily**, the train wasn't very crowded.*
(= It's lucky that the train ...)
***Obviously**, someone's not telling the truth.*
(= It's obvious.)
*Some people think that Fred's Canadian, but **actually**, he's never been to Canada.* (= ... in fact ...)

7 We use **only** to point to one part of a sentence. It normally goes before the information that it refers to (the subject), and explains the limit of a number or amount:

***Only** one person paid £100.*
(= not more than one person...)
*One person paid **only** £100.*
(= not more than £100)

When **only** points to another part of the sentence (not the subject), it goes between the subject and the verb or after an auxiliary:

*One person **only** paid £100.*
(= didn't pay more than £100)

8 We use **even** to say that information is surprising or unusual. It can go in the same positions as **only**:

***Even** my grandmother stayed up to watch the match.*
(= It was surprising that my grandmother also ...)
*Raj reads everything. He **even** reads cornflake packets.* (= It is unusual for anybody to read ...)

Grammar in action

5 We can use adverbs like **then**, **next**, etc. to give instructions, or tell someone how to do something, for example, how to make an omelette:

First, break a couple of eggs into a bowl. Next, add a pinch of salt and then beat the eggs with a fork. Meanwhile, you should heat a frying pan with a little oil. Finally, turn the omelette onto a plate and enjoy!

6 We use adverbs like **then**, **next**, etc. when we want to tell a story or explain the order of events in the past, for example when we are telling someone what happened in a film or book:

I really enjoyed this book. First the children went to stay with their grandparents in an old house. Then they found a secret garden behind the house. Next they met a young boy who lived next door. Later they went to the garden with the boy and afterwards they ...

7 We can use adverbs like **luckily**, **fortunately**, etc. to make judgements and give our opinions, express our feelings, and explain our thoughts on something:

Fortunately, Jack's operation was not too serious. Obviously he's pleased about the way things have gone. Apparently he should be back home in a few days.

D Pointing to one thing

William is telling his mum about the friends he has made at his new job. Complete the sentences using *only* or *even*.

0 Henry goes to college on Mondays. He doesn't go on other days.
Henry ....only.......... goes to college on Mondays.

1 Kerry eats vegetables, but she won't eat meat or fish.
Kerry .... eats vegetables.

2 John won £1.50 on the lottery last week! He didn't win any more than that.
John .... won £1.50.

3 I can't believe that Abigail can't drive! It's so easy!
Abigail can't .... drive!

4 Everyone was at the office party to welcome me. I was surprised to see the manager there, too!

.... the manager was at the office party.

E Giving our opinion

Circle the correct adverb for each situation.

0 I needed to speak to Mr Thomas. *Frankly / Fortunately / Unfortunately* he wasn't in the office.

1 Jim tells people he's an engineer but *actually / hopefully / unfortunately* he's only a technician.

2 *Apparently / Frankly / Luckily* there's been an accident but nobody knows any details.

3 We don't know when the electrician's coming but *hopefully / actually / obviously* it will be one day this week.

4 The children haven't had anything to drink all morning so *actually / obviously / luckily* they're thirsty.

5 The fire was pretty serious but *hopefully / luckily / unfortunately* nobody was hurt, thank goodness.

WORD FOCUS

Actually means 'in fact.' We use it to emphasize a fact or what is true.

Apparently means 'according to what I have read or heard'.

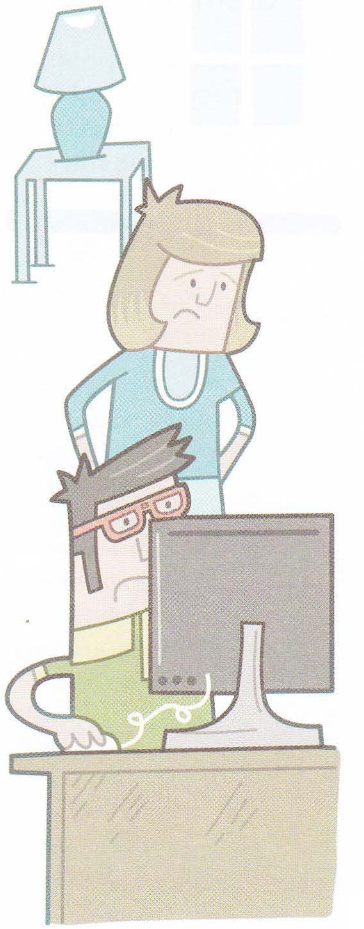
Hopefully means 'what I hope will happen.'

Fortunately means 'by good luck'.

F Going shopping

Eve and Jack are going shopping. Complete their conversation using one of the words from the box in each space.

either even finally first hopefully hopefully meanwhile
neither obviously ~~only~~ then too unfortunately



EVE Jack, do you want to go shopping with me?

JACK Let me finish what I'm doing. I ....only....... [0] need a few minutes. The thing is that I've never ordered anything online before.

EVE .... [1] have I.

JACK .... [2] it should be easy. They tell me that .... [3] children can manage these things.

EVE Well, I can't help you so keep trying. .... [4], I'll make a shopping list.

(Later)

JACK After lots of work I .... [5] sent the order! Have you made the shopping list?

EVE Yes, ... [6] we need to go to the butcher's to buy some steak. .... [7] they've got some of that Scotch steak that was so good. I really enjoyed it last time.

JACK I did, ... [8]. Where do we need to go .... [9]?

EVE To the supermarket, because we need milk and water as well as fruit and vegetables.

JACK If there are so many heavy things, ... [10] we need to go by car.

EVE We could go in mine but .... [11], it hasn't got much petrol in it.

JACK Mine hasn't, ... [12].

EVE OK. We'll have to start by going to the petrol station.

OVER TO YOU Now go to page 125.

24 Prepositions (1)
Preposition + noun/adjective: *for sale, in love*, etc.

1 There are many useful phrases formed with **preposition + noun** or **preposition + adjective**. Here are some examples:

prep.	noun/adj.
at	present
by	car
for	sale

prep.	noun/adj.
in	love
on	time
out of	date

*Are you going to Scotland **by car**?*
*My passport is **out of date**.*

2 Some **preposition + noun** phrases include an article:

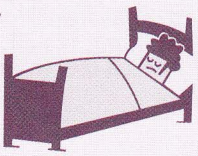
prep.	article	noun
at	the	front
in	a	hurry
in	the	end

*Let's sit **at the front** so we can see the band.*
*We're **in a hurry**; we've got to catch a train.*

Grammar in action

1 We use prepositional phrases to talk about where people and things are: **at home/school/work, on holiday, at the back end/front/bottom/top, in bed, in the way** (= blocking the way), **on the way** (= during the journey), **out of doors, in town, into town.**

Jack isn't at work. He's still in bed.
I can't leave because your bags are in the way.



2 We use the preposition **to** with some nouns to describe movement: **to school/work/bed/town, to the back/front/bottom/top.**

They have gone to school so I'm going to town this morning.

> **TIP**
> Note that **home** has no preposition for movement:
> *We went/came/arrived **home** early.* (NOT ~~to home~~)

3 When we give somebody directions, we often use prepositions with a noun to explain where a place is or how to get there:

on the corner   next to the bank/post office etc.
over the bridge   up/down/along the street
through the gate

The post office is on the corner of George Street and the butcher's is next to the bank.

4 We use the preposition **by** with a vehicle to talk about a means of transport:

by bike   by bus   by car   by ferry
by plane   by ship   by taxi   by tram
by train   by underground

Is it cheaper to go by train or by bus?
I never go into town by car.

> **TIP**
> If we use a possessive adjective to talk about the owner of the vehicle, we cannot use **by**; instead we use **on** with **bike** and **in** with **car**:
> *I never go into town **in my car**.* (NOT ~~by my car~~)
> *Sara goes everywhere **on her bike**.* (NOT ~~by her bike~~)

5 We use certain prepositional phrases to tell stories, or when we are explaining a sequence of events:

at first   at/in the beginning
in the end   at last

At first Harry is an assistant in a music shop but in the end he becomes a famous musician.

6 We use these prepositional phrases when we talk about shops and shopping:

in/out of fashion   in/out of stock   in cash
out of date   on sale   on offer
by credit card   for sale

Hats are out of fashion. (= Hats are not popular now.)
We have every size in stock. (= Every size is available.)
Would you like to pay in cash or by credit card?

7 When we are describing people, we use **with** to describe their features and **in** to describe their clothes:

He's the boy with long legs dressed in black.
Who's that woman with red hair in the blue shirt?

A Conversations overheard in a queue

Complete these mini-dialogues with a preposition.

0 Is Jane ....at.... work? ~ No, she's ....on.... holiday.
1 Do you like to be .... doors? ~ Yes, I like to sit .... the bottom of the garden.
2 Did you get .... work on time? ~ Yes, I met Kate .... the way to the station and she took me .... her car.
3 Do you always go .... school .... bus? ~ No, sometimes I go .... my bike.
4 Is that Jenny .... the red jacket? ~ No, she's the one .... the red hair.
5 Did they fall .... love .... the end? ~ Yes, but .... first they hated each other!
6 Can I pay for this .... credit card? ~ I'm afraid you can only pay .... cash.

B Giving directions and talking about transport

Complete the dialogue using the prepositions in the box.

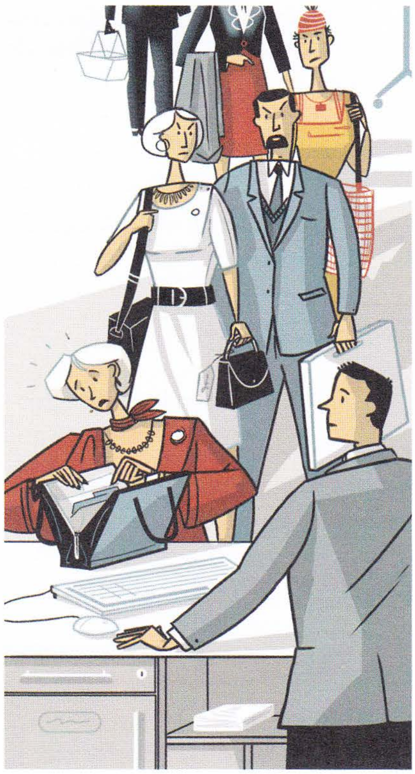
at by by down on ~~next to~~ over

CHRIS Excuse me, is there a coffee bar near here?
AVA Yes, it's ....next to....⁰ the newsagent's. I'll tell you how to get there.
CHRIS That would be great. Is it very far? Do I need to go ....[1] bus?
AVA No, you could walk. Or you could go ....[2] tram, as it stops right outside.
CHRIS I think I'll walk. Do I carry on ....[3] this street?
AVA Yes, and when you see the sports shop ....[4] the corner, turn left. ....[5] the end of that street, you need to go ....[6] the bridge. Then you'll see the coffee bar in front of you!

C Talking about shops and fashion

Complete the dialogue by filling each gap with an expression from the box and the correct preposition.

cash credit card the end home offer stock ~~town~~



CLAIRE I went ....to town....[0] yesterday to do some shopping.
ISABEL Did you see any nice skirts in the shops?
CLAIRE Yes, there were some ....[1] at that big shop in the new mall.
ISABEL Didn't you buy one, then?
CLAIRE I wanted a black one, but my size was ....[2].
ISABEL Did you buy anything?
CLAIRE ....[3] I bought a bag. But I nearly didn't buy it.
ISABEL Why, what happened?
CLAIRE I was going to pay ....[4] but it turned out that I'd left my card ....[5].
ISABEL So how did you pay?
CLAIRE I went to the bank to get the money and paid them ....[6].
ISABEL You're lucky to have money left so late in the month. I won't have any until we get paid next week.

24 Prepositions (1)
Noun/adjective + preposition

3 After the verb **be**, an adjective can be followed by a **preposition + a noun phrase** (noun or pronoun):

adjective	preposition	noun (phrase)
afraid	of	dogs
sorry	for	the mess
pleased	with	her results

*My brother is **afraid of** spiders.*
*Are you **sorry for** your mistake?*
*She was **pleased with** the present.*

After the verb **be**, an adjective can also be followed by a **clause** or **to + verb**. In these cases, there is no preposition:

*Are you **sorry** (that) **you made a mistake**?*
*She was **pleased that we came early**.*
*She **was pleased to see** her cousins.*
*I was **afraid to tell** them the truth.*

> **TIP**
> If a verb follows a preposition, we always use the *-ing* form, e.g.:
> *I'm tired **of telling** them to be careful.*
> *Who is responsible **for checking** the identity cards?*

4 Some nouns can be followed by a **preposition + noun phrase**:

noun	preposition	noun (phrase)
reason	for	the party
belief	in	ghosts
effect	on	my situation

*The festival was the **reason for** the traffic.*
*I don't take their **belief in** magic seriously.*
*Cars have a serious **effect on** the climate.*

Grammar in action

8 There are many **adjective + preposition** combinations that we can use to talk about feelings:

angry/cross with   disappointed with
annoyed with   pleased with   excited about
curious about   happy about   sorry about
worried about   tired of   afraid of
fond of   sick of   proud of   jealous of
sorry for   surprised at/by
astonished at/by   interested in

Are you afraid of snakes? ~ Yes, I'm a bit worried about our holiday to Australia! ~ Oh don't worry. If you see one, I think you'll be more curious about them than scared.
I was disappointed with my results.
They were surprised at my refusal.



9 We can use an **adjective + preposition** to talk about someone's attitude (the way that they speak or feel):

right/wrong about   honest about   polite to
ready for   gentle with   responsible for
rude to

I think I'm ready for the test. ~ Remember to be polite to the examiner.

10 We can also use an **adjective + preposition** to talk about similarity:

identical to   the same as   similar to
different from

Your eyes are the same as your mother's, but your hair is very different from hers.

11 We can use a **noun + preposition** to talk about someone's opinions, beliefs or feelings towards someone or something:

attitude to/towards   reaction to   hope of
opinion of/about   respect for   advice on
belief in

I don't have a very good opinion of David. He has a very bad attitude to work and has very little respect for his colleagues.

12 We also use a **noun + preposition** to talk about the connection or relation between two things:

reason for   effect on   trouble with
difficulty in/with   result of   cause of
rise/increase in   fall/reduction in

An increase in the price is the cause of the fall in sales.

D I'm worried about George

Complete the conversation using the correct prepositions.

JACK I'm worried about ⁰ George. He's usually so polite .... ¹ everyone, but yesterday he was so rude .... ² me when I saw him! It's just not like him.

LISA That sounds very different .... ³ the George that I know. Can you think of a reason .... ⁴ him to be like this?

JACK No, I was going to ask if you knew why his attitude .... ⁵ me had changed. Do you think I should talk to him? What's your advice .... ⁶ what I should do next?

LISA Maybe it's his new job. I think he was having trouble .... ⁷ his boss, and he's responsible .... ⁸ a whole team of people. He might just be tired .... ⁹ working so hard. He was really cross .... ¹⁰ his boss for making him work last Saturday: it was his birthday!

JACK His birthday? Are you sure you're right .... ¹¹ that? I thought it was next week! No wonder he's annoyed .... ¹² me. I forgot his birthday!

WORD FOCUS

Find a phrase in exercise D that has this meaning:

I'm not surprised that ...

....

E A new job

Complete Kasia's email to her friend, Andy, using the prepositional phrases from the box.

advice on ~~at home~~ by bike different from effect on happy about interested in into town on holiday on the corner on the way polite to ready for reason for responsible for

Hi Andy,

I tried to ring you yesterday, but you weren't at home ⁰. Did you go .... ¹ with Gemma? I remember you saying that you were .... ² that new Italian film.

Well, the .... ³ this message is to tell you about my first day at my new job. It's very .... ⁴ my old one. I was .... ⁵ a lot of hard work on my first day, and didn't know how welcoming the people would be, but everyone was very .... ⁶ me and very friendly. The office is .... ⁷ of Prince Street and I'm really .... ⁸ the fact that I can get there .... ⁹. I'm sure cycling every day will have a good .... ¹⁰ me - I have to cycle up a big hill .... ¹¹ there, so I'm hoping to get fit!

I'm going to be .... ¹² all the new customers, and my boss has offered to give me some .... ¹³ how to keep them happy! I'll let you know how the week has gone on Saturday, before you go .... ¹⁴ to France.

Bye for now,

Kasia

OVER TO YOU Now go to page 125.

25 Prepositions (2)
Preposition + noun + preposition

1 Some prepositional phrases have the form **preposition + noun + preposition**:

preposition	noun	preposition
at	the beginning	of
in	love	with
with	regard	to

2 We can use these phrases to talk about the position of something:

at the back of   at the bottom of
at the front of   at the top of   in front of
in the middle of   on top of

*I found an empty seat **at the back of** the hall.*
*Mary sits **in front of** me.*
*The remote control is **on top of** the TV.*

3 We can also use **prepositional phrases** to explain the order that things happen in:

at the beginning of   in the middle of
at the end of

***At the end of** his talk he thanked his co-workers.*
*Some people walked out **in the middle of** the show.*

4 Other common **prepositional phrases** with this form include:

as a result of   on the point of   by means of
in case of   in charge of   in favour of
on behalf of   in sight of   in spite of
in touch with   in contact with   in love with
with regard to   in addition to

***In case of** fire, break the glass.* (= If there is a fire, break the glass.)
*I keep **in touch with** them by email.* (= communicate)
*I think Jim's **in love with** his boss.*

Grammar in action

1 We can use **prepositional phrases** to say where things are. Here, we're describing a classroom:

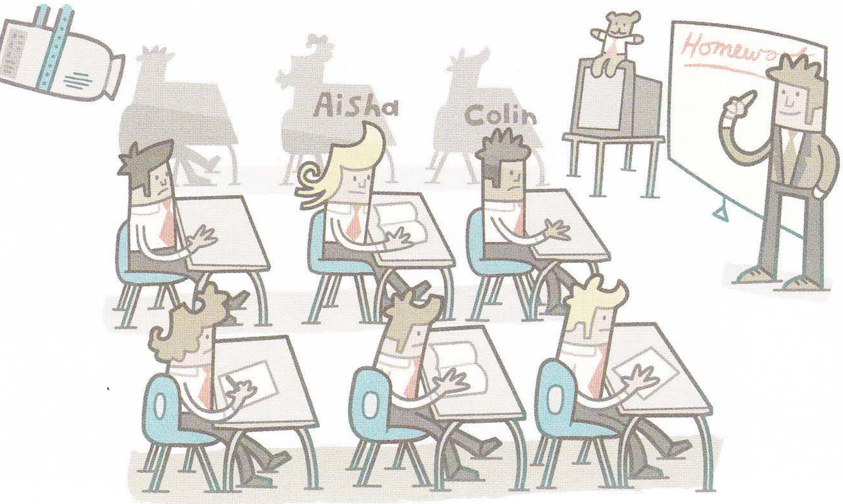
Jamie sits at the back of the classroom, just in front of the bookshelf.
The whiteboard is at the front of the class and the teacher always writes the date in the middle of it.

2 We can use **prepositional phrases** to describe the order that things happen in books we've read or films we've seen:

The main character appears at the beginning of the first chapter. At first, she seems just an ordinary woman, but in the end we realize how much she has changed. In fact, at the end of the book she has become a real celebrity.

3 We can use **prepositional phrases** in formal letters:

With regard to your application, I am pleased to inform you that we'd like to offer you the job.
The company is in favour of letting you work from home but you must keep in contact with us.
In addition to your normal work, we will ask you to be in charge of organizing the Christmas party.



A Saying where things are

Look at this picture of Aisha's classroom. Complete this description of it by writing a prepositional phrase in each space.

At the back of [0] the classroom there is a projector. Aisha's desk is .... [1] the room. Colin is sitting .... [2] her. The teacher has written 'Homework' .... [3] the board. There is a TV .... [4] the classroom and the class mascot, Timmy, is .... [5] the television.

B Writing a formal letter

A journalist has written a letter asking to visit a new factory. In the reply below, put one of the prepositional phrases from the box in each space.

at the bottom of in case in line with in touch with
in view of on behalf of ~~with regard to~~

Dear Ms. Turnbull,

Thank you for your recent letter. With regard to [0] your request to visit our new automatic factory, I would like to suggest Monday 7 March, when there will be a guided visit for journalists. .... [1] company policy, you will not be allowed to take photographs. However, you may carry a mobile phone .... [2] somebody needs to get .... [3] you. If you accept the proposed date and these conditions, please fill in the form .... [4] this page and return it to me as soon as possible. Please note that .... [5] the large number of requests that we receive, the next possible date that we could offer after this would not be until October. .... [6] the management team, I look forward to welcoming you.

Yours sincerely,

Sean Preston

PR Manager

C Talking about a film you've seen

Complete this film review by circling the correct prepositional phrases each time.

At the beginning of/In front of [0] the film we meet Sara, a young teacher who is *in contact with/in charge of/in addition to* [1] the activities at a sports centre during the week. *In case of/As a result of/At the top of* [2] extra demand at the weekend, the boss asks her to work on Saturday *in sight of/on behalf of/on top of* [3] her normal hours. She doesn't really want to do any more hours so *at first/at the end of/in the middle of* [4] she says no. But after thinking about it, she offers to work on Saturday *in case of/in return for/with regard to* [5] a day off during the week. The boss doesn't immediately accept the idea but *at the back of/in the end/on the point of* [6] he agrees. On Saturday evening she has to give a yoga class; all the students are women except one man *at the beginning of/in the middle of/at the end of* [7] the room. After the class, the young man is the last to leave. 'My name's Rick,' he says to Sara. 'I've often seen you here at the gym and I've finally got a chance to speak to you.' Well, they start going out together and soon they fall *in love with/in spite of/in contact with* [8] each other, so Sara is glad that she decided to work on Saturday. The story follows their developing romance and *at the end of/on behalf of/in touch with* [9] the film we hear wedding bells, but we don't actually see them get married.

25

Prepositions (2)
Prepositions in linking phrases

5 We can use some **prepositional phrases** to link a statement with what we have just said or what we are going to say:

*Don't forget to water the flowers, **in particular** my beautiful roses.* (= Please take special care of my roses.)
*Polar bears are in danger **because of** climate change.*

Grammar in action

4 We can use some **prepositional phrases** to give extra information or examples to support what we are saying:

for example	in fact	in particular

A teacher might use these phrases in the classroom:

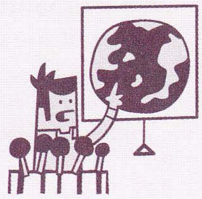
Remember to use the word 'please' when making a request. For example, 'Could you shut the window please?' It's very important, in particular when speaking to people you don't know.

5 We use some prepositional phrases to give a summary or a conclusion about what we have said before:

in other words	in brief/short	in conclusion

These are useful when explaining our opinions in a formal situation, like a presentation:

We must do something now to protect the environment. In other words, now is the time for us to protect the rainforests. In short, it is our responsibility to stop global warming.

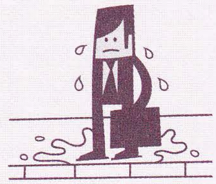


6 We use some **prepositional phrases** to explain or give reasons for things:

because of	thanks to	due to

We might try to explain our bad luck:

Thanks to the terrible weather, I was completely wet when I arrived at the station. And then the trains were running late because of a tree that had fallen on the line.



(For more information on **because**, see p. 102.)

7 Some **prepositional phrases** are connected with time:

at night	in the morning/afternoon/evening
in time (= not late)	on time (= at the agreed time)
in a hurry/rush	in the meantime

He was in a hurry and didn't want to be late, so he ran to make sure he arrived on time.

D Which preposition?

Cross out the incorrect preposition in each of the following sentences.

0 I don't like to go out ~~*in*~~/*at* night.
1 Because *of/for* an engine problem, I had to take my car to the garage.
2 Dad always leaves work early on Fridays so he can be home *at/in* time for dinner.
3 The aeroplane had to make an emergency landing at Heathrow due *to/for* a technical problem.
4 I usually have a cup of tea *in/on* the afternoon.
5 Jeff wasn't hurt in the car accident, thanks *for/to* his seatbelt.

E Lost in the forest

Tom and Ann are on a walking holiday. Complete their conversation using the prepositional phrases from the box.

in a hurry ~~in other words~~ in the meantime at night for example thanks to in fact

TOM I'm sorry, Ann, I really don't know where we are.

ANN So, in other words [0] , we're lost.

TOM Yes. .... [1], I don't think we're going to find the youth hostel before it gets dark.

ANN But there might be wild animals out here, ... [2] bears and wolves - I don't want to be out in the forest .... [3].

TOM Neither do I, so we'll keep walking for now. But .... [4], we should look out for a good place to put up the tent, just in case.

ANN Erm, the tent?

TOM Don't tell me you forgot to bring the tent! So, ... [5] you, we have nowhere to sleep tonight!

ANN Well, I forgot it because you were .... [6] to leave this morning.



F News reports

Complete these extracts from TV news reports using the prepositional phrases from the box.

on time ~~in particular~~ in conclusion in the morning due to

0 Crime rates in the capital are rising. In particular [0] , car theft has increased by 75%.

1 Fuel resources are running out, the cost of petrol is rising, and industry is polluting the atmosphere. .... [1] , we need to find alternative sources of energy.

2 .... [2] the gradual increase in the price of meat, more and more people are becoming vegetarian.

3 Last month, Western Rail announced that over 90% of its trains arrived at their destinations .... [3] .

4 Over 30% of people admitted that they have difficulty getting out of bed .... [4] .

OVER TO YOU Now go to page 125.

26 Linking words

Either … or, neither … nor, both … and, because, for

1 We use **either … or** to talk about alternatives:

*You can pay **either** when you order the books **or** when they are delivered.*

2 We use **neither … nor** (= not one and not the other) when we want to show that a negative statement is true of two things:

***Neither** the managers **nor** the workers have changed their opinion.*

3 We use **both … and** to emphasize that two ideas or two things go together:

*Sally is **both** the club secretary **and** the team captain.*
*The price includes **both** transport **and** the entrance ticket.*

(For more information on **either** and **neither**, see p. 91.)

4 We use **because** to explain the cause or reason for something:

*Why were you late? ~ **Because** there was a traffic jam.*
*Sally went to bed **because** she was exhausted.*

When a noun expresses the cause, we use **because of**:

*Why were you late? ~ **Because** of a traffic jam.*

(For more information on **because of**, see p. 100.)

5 We can use **for + noun** to talk about why we do something and **for + *-ing*** form to explain the purpose of something:

*Sean went to the shops **for a newspaper**.*
*What is it for? ~ It's **for slicing** cheese.*

Grammar in action

1 We can use **either … or** when there are two options and we need to make a choice. For example, when we are choosing a holiday:

I'd like to stay either at The Regal or at The Pacific. ~ The Pacific is very popular– a wonderful choice. ~ Does the hotel have double beds? ~ You can have either a double bed or single bed.

2 We use **neither … nor** to explain that two choices are not available:

I'm afraid that neither the library nor the swimming pool are open at the moment.



> **TIP**
> Notice that we use a positive verb with **neither … nor**.
> ***Neither** the supermarket **nor** the baker's have any cakes left.*

3 We use **both … and** when we want to say that two things are necessary, or to emphasize that two things are included in a price or offer:

My son needs both his maths books and his football things today.
The price includes both lunch and dinner.



4 We can use **because** to explain why people or things are (not) where they should be, especially in answer to a question with **why**:

Why aren't Jack and Julie here today? ~ Because he's at a conference and Julie's away all week because she's had an operation.

5 We can use **for** to talk about the purpose of something, or to explain why we do something.

This knife is used for cutting steak. ~ Are we having steak for dinner? That's expensive! ~ Well, Claire's won a prize for poetry at school, so we're having steak for dinner to celebrate.

A Travel options

Use *both … and*, *either … or* or *neither … nor* to complete these sentences about the hotel rooms.

		shower	bath	radio	TV
Deluxe Rooms	The Grosvenor Suite	✓	✓	✓	✓
	The Longford Suite	✓	✓	✓	✓
Standard Rooms	The Mercator Suite	✓	✗	✗	✓
	The Hirst Suite	✗	✓	✓	✗
Economy Rooms	The Essex Suite	✗	✗	✗	✗
	The Croydon Suite	✗	✗	✗	✗

0 A deluxe room has ...both... a shower ...and... a bath.
1 A standard room has .... a shower .... a bath.
2 An economy room has .... a shower .... a bath.
3 A deluxe room has .... a radio .... a TV.
4 A standard room has .... a radio .... a TV.
5 An economy room doesn't have .... a radio .... a TV.

B A passport application

Frank is talking to his younger brother about his passport application. Complete the dialogue with *either … or*, *neither … nor*, *both … and*, *because*, or *for*.

FRANK I've just completed my passport application.
JIMMY I thought you had a passport. Why do you want a new one?
FRANK ...Because...[0] I want to go to America, and my old passport isn't digital. To go to the States, you've got to have ....[1] a digital passport ....[2] a visa, and it's easier to get a passport than a visa. Now I need a responsible adult to witness my application.
FRANK I'll sign it for you.
FRANK Come on, Jimmy. You're ....[3] responsible ....[4] an adult.
JIMMY That's not fair.
FRANK Well, you're only 15, and you're always getting into trouble ....[5] telling lies.
JIMMY Oh, all right. What about Mum and Dad? I suppose you'd accept them as ....[6] responsible ....[7] adult.
FRANK Of course, but they're no good precisely ....[8] they're my parents. The form says that the witness can't be ....[9] a relative ....[10] a friend. I think I'll ask Mrs Briggs. She's a bank manager.
JIMMY Why her?
FRANK Well, ...[11] she's a bank manager, she must be the sort of responsible person they want.
JIMMY You don't usually say nice things about bank people.
FRANK That's ....[12] they always complain when I'm overdrawn.

WORD FOCUS
Overdrawn is when you have taken more money from your bank account than you have.

Linking words
In order to, so that, such a

6 Purpose
We use (**in order**) **to** + **verb** to express the reason for doing something. **In order to** is more formal than **to**. The verb after **to** must refer to the subject of the sentence:

*Paul has stopped playing tennis (**in order**) **to** spend more time with his family.* (= Paul wants more time ...)
*Kate phoned the station (**in order**) **to** find out the times of the trains.* (= Kate wanted to find out ...)

(**In order**) **to** can also come first:

*(**In order**) **to** find out the times of the trains, Kate phoned the station.*

The negative is **in order not to**:

*I took a taxi **in order not to** be late.*

7 We use **so (that)** + **a statement** to explain why somebody has done something. The purpose usually goes at the end:

*Paul has stopped playing tennis **so** (**that**) he has more time for his family.*

The subject of the clause after **so** does not need to be the same as the subject in the first part of the sentence:

***Jack** put sunscreen on the children **so (that) the sun** wouldn't burn them.*

8 We use **so** + **adjective/adverb** + (**that**) to explain the consequences or results of a situation:

*It was **so cold** (**that**) we all had to put on extra clothes.*
*The salad was **so delicious** (**that**) I asked for more!*

9 We can also use **so** with **much**, **little**, **many** and **few** (+ **noun**):

*There was **so much** snow they couldn't get the car out.*
*Gary's eaten **so many** apples (that) he feels sick.*

10 We can also use **such** (**a**) (+ **adjective**) + noun to express the consequences or results of a situation:

*It was **such an awful film** (that) most people left before the end.*

> **TIP**
> **So** and **such**, without the result of a situation, make the adjectives or nouns they accompany stronger:
> *I'm **so** hungry!* (stronger than *I'm hungry.*)
> *He's **such** an unfriendly man.* (stronger than *He's an unfriendly man.*)

Grammar in action

⑥ We use (**in order**) **to** to explain a particular reason for an action, for example when we say why someone has made changes to their normal routine:

My dad's getting up earlier these days in order to do some exercise before he goes to work. He's also trying to come home earlier to help us with our homework.

⑦ We can use **so** (**that**) to explain our reasons for making changes:

Granny is coming to stay for a few days. Alex can move in with Peter so (that) Granny can have a bedroom for herself. We'll have to keep her door closed so (that) the dog doesn't wake her in the morning.

⑧ We can use **so ... that** and **such ... that** to explain the results of a situation. This can also explain why we have done something. Here, we are talking about what happened on a holiday:

We found Venice so expensive that we only stayed for two days. We were in such a rush to see everything that we had to miss some of the most famous sights.

C Holiday problems

Read the email that Jane sent to a friend about the things that went wrong with her holiday. Complete the sentences with *so ... that* and *such ... that*.

Hi Kelly,
We just got back yesterday, and you wouldn't believe all the things that went wrong!
Firstly, the children couldn't go sailing because there was a very strong wind.

0 The wind was ...so strong that... the children couldn't go sailing.
0 There was ...such a strong wind that... the children couldn't go sailing.

In the evening, we had to queue for the restaurant because there were a lot of people.

1 In the evening there were .... we had to queue for the restaurant.
We couldn't go out because it was very cold.
2 It was .... we couldn't go out.
My cousins moved to another hotel because there was a lot of noise.
3 There was .... my cousins moved to another hotel.
We stayed in the shade because it was a very hot day.
4 It was .... we had to stay in the shade.
5 The day was .... we had to stay in the shade.
Jim couldn't go on the last excursion because he had very little money left.
6 Jim had .... he couldn't go on the last excursion.
And worst of all, we had to drink lots of water because the food was very salty.
7 And worst of all, the food was .... we had to drink lots of water.
8 And worst of all, it was .... we had to drink lots of water.
Apart from that, we had a wonderful time!
Jane

D Moving abroad

Complete the following conversation by adding words or phrases from the box.

and ~~because~~ because because both either for
in order to in order to or so much that so that such such



MIA My sister and her husband are thinking of moving to Canada. ......because......[0] they can't find decent jobs in Britain.

MATT Your sister's well qualified, isn't she?

MIA Yes, after school she spent a year abroad ....[1] learn a couple of languages, and at university she studied ....[2] she never had time to come home. That didn't please my parents, of course.

MATT Why not?

MIA ....[3] they paid all her expenses ....[4] she didn't need to take part-time jobs, thinking that she would spend more time at home. But she got a good degree. She even won a prize ....[5] her final project.

MATT And what about her husband?

MIA Well, he's got ....[6] a degree ....[7] several years' experience, but he's been out of work for almost six months. He says it's ....[8] a long time since he worked that he's almost forgotten what it's like. He's applied for several jobs, but apparently he hasn't been offered ....[9] a permanent contract ....[10] even a decent salary. And ....[11] he's well qualified, he refuses to accept poor conditions.

MATT Are they going to go to Canada together?

MIA No, he's going first ....[12] find somewhere to live.

MATT Well, I hope they do very well, but I think it's ....[13] a pity that young people have to go abroad to find work.

OVER TO YOU Now go to page 125.

27 Linking sentences
If … not, unless, in case, etc.

1 We can make a **negative zero** or **first conditional sentence** by using **if … not** or **unless**:

*They'll miss the train **if** they **don't** leave at once.*
*They'll miss the train **unless** they leave at once.*

Notice that the clause with **unless** usually goes in second position.

(For more information on zero and first conditionals, see p. 58.)

2 We use **in case** to join two sentences together when we want to explain the reason for doing something, or when we want to avoid a possible problem later:

*We've bought some extra meat **in case** my sister and her husband turn up.* (= because they might turn up)
*Take your passport **in case** you need to prove your identity.* (= because you might need to prove your identity)

> **TIP**
> We do not use **will** after **unless** or **in case**.
> To talk about the future we use a present tense:
> *I'll make an extra cake **in case Jane brings** the children too.*
> *I can't come to your party at the weekend **unless I find** a babysitter.*

3 We can also use **moreover**, **furthermore** or **what's more** to connect two statements. The second statement adds more information related to the first:

*The local sports complex has excellent facilities. **Moreover/Furthermore/What's more**, it is open seven days a week.*

Grammar in action

1 We can use **if … not** or **unless** to say what will happen if we don't do something, for example when we are talking about a business contract:

I won't consider a new contract if they don't pay for the previous delivery. ~ But they refuse to pay unless we give them a discount on two items that they say were damaged.

2 We can use **in case** to explain the arrangements and plans that have been made for an event, for example for a school sports day:

We've ordered two big tents for the parents in case it rains, and there'll be a doctor and a nurse on hand in case we have any injuries.



3 We often use **furthermore**, **moreover**, and **what's more** in business letters, formal speeches or when writing to a newspaper:

Furthermore, I would like to draw your attention to the last paragraph of the article.



A In case or unless?

Complete these sentences by crossing out *in case* or *unless*.

0 I'll bring an umbrella *in case*/~~*unless*~~ it rains.
1 I won't bring an umbrella *in case*/*unless* it rains.
2 You should always wear a seatbelt *in case*/*unless* you have an accident while driving.
3 I don't usually wear glasses *in case*/*unless* I'm driving.
4 You'll catch a cold *in case*/*unless* you wear a coat.
5 I'm leaving this company *in case*/*unless* I get a pay rise.

B Business conditions

Read these business conditions and rewrite them using the words given.

0 We cannot deliver before Christmas if the order is not received by 30 November.
We cannot deliver before Christmas unless the order is received by 30 November.

1 If the boxes are not kept in a dry place, the company cannot accept responsibility.
The company cannot accept responsibility unless ....

2 We cannot offer a refund unless the goods are in perfect condition.
If ...., we cannot offer a refund.

3 If we do not hear from you within a week, we will take legal action.
We will take legal action unless ....

4 We will not accept returned items which are not in good condition.
We will not accept items unless ....

5 Customers cannot visit the showroom without an appointment.
If ...., they cannot visit the showroom.

C Explaining plans and arrangements

Read these short conversations and rewrite the sentences using *in case*.

0 There was a chance that my sister would visit. So I didn't go out.
I didn't go out in case my sister visited.

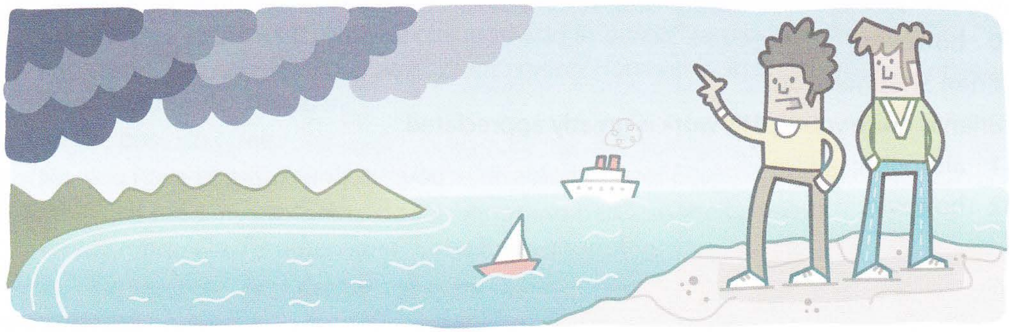
1 I thought my husband might wonder where I was, so I phoned him.
I phoned ....

2 It might rain later, so you should take an umbrella.
Take ....

3 You should write down the name of the film, so you don't forget it.
Write ....

4 Tina might come for dinner, so we'll buy some more food.
We'll buy ....

5 It's possible you won't be able to find the hotel, so I'll draw you a map.
I'll draw ....



27 Linking sentences
But, though, however

4 We can use **but** and **although** to join two sentences together when we want to express a contrast between two statements or ideas:

*Sheffield used to be a very dirty city, **but** now it's much cleaner.*

***Although** it's a simple camera, it's very expensive.*

But always goes in the middle of the sentence. **Although** can go in the middle or at the beginning.

Though means the same as **although**, but is is less formal.

***Though** Tom has a reputation for being difficult, he's helped me a lot.*

We can also use **though** at the end of the sentence:

*Tom has a reputation for being difficult. He's helped me a lot, **though**.*

5 We use **however** in more formal situations to emphasize the contrast between two sentences; **however** is separated with commas:

*John's written work is the best in the class. His drawing, **however**, is very poor. / **However**, his drawing is very poor.*

6 We can use **on the other hand** to express a contrast; **on the other hand** is separated with commas:

*John's written work is the best in the class. His drawing, **on the other hand**, is very poor.*

7 We sometimes use **on the one hand** together with **on the other hand**:

***On the one hand**, the campsite is well run and has good services. **On the other hand**, it is quite a long way from the sea.*

Grammar in action

4 We can use these expressions in formal situations, to make comments on a situation. This might be when we write a report about someone's work:

Sally was taken on last year as a trainee illustrator, but now she has a permanent contract. Although she has not worked here for very long, she has gained the respect of her colleagues. She still has things to improve in her hand drawing. On the other hand, her computer creations are very amusing.

5 We can also use these expressions to give personal opinions and views about proposals or changes, for example to talk about changes to a town centre:

In general, I agree that the town centre has to change, but I'm not convinced by the present proposal. It argues that traffic should be banned completely, which is fine for younger people. Elderly people will find it difficult to get to the shops, though.



D Making comments about people's work

Read these comments about five new members of staff in a company. Rewrite the sentences using the word given. You may need to change the punctuation.

Sally Brown

Sally works hard. She is not very productive.

0 although: Although Sally works hard, she is not very productive.

0 but: Sally works hard but she is not very productive.

0 however: Sally works hard. However, she is not very productive.

Brian Shepherdson

Brian is quite young. His work is greatly appreciated.

1 although: ....

2 however: ....

Mary Martin

Mary is a favourite with the boss. Her colleagues don't like her.

3 but: ....

4 although: ....

5 however: ....

Joan de la Forest

Joan's English is not very good. She gets her message across.

6 however: ....

7 though: ....

Tony Kelly

Tony always arrives late. He usually finishes his work on time.

8 but: ....

9 although: ....

WORD FOCUS

What is the correct definition of *to get one's message across*?

A to send an email

B to make oneself understood

E Town plans

Phil and Eve are talking about proposed changes to their town. Complete their conversation by choosing the right expression.



PHIL I've read about the plans in the newspaper *but/however* [0] I haven't read the actual proposal.

EVE It all seems quite sensible to me. *What's more/On the other hand* [1], the proposal has the support of all the political parties. If you go to the town hall, you can read the proposal free. *Although/However* [2], if you want to have your own copy, you have to pay for it. One of the main things is that all cars will be banned from the town centre *unless/if* [3] they have special permission.

PHIL I like the idea of a pedestrian shopping area in the centre of town. It'll be difficult if you have heavy things to carry, *though/but* [4].

EVE During shopping hours, there'll be a free electric bus service so you won't need to walk very far. *However/Moreover* [5], the big shops will have extra staff *in case/unless* [6] anyone needs help with their shopping bags.

PHIL I've read that there'll be a big underground car park.

EVE Yes, but there are in fact two ways to get to town from the suburbs. You can drive in and park underground, *if/though* [7] that will be pretty expensive. *On the other hand/Furthermore* [8], you can park your car near a bus stop and take the bus into town, which will be cheaper. And *if/unless* [9] you don't want to pay each time, you can get a bus pass. *What's more/However* [10], that only makes sense if you're a regular shopper.

PHIL So the pass isn't free.

EVE No, you have to pay *if/unless* [11] you're disabled or over 60.

PHIL I think I'll send my mother to do the shopping because she's over 60. *What's more/On the other hand* [12], she loves shopping!

OVER TO YOU Now go to page 125.

28 Relative clauses
Defining relative clauses with *who*, *which*, *that* or *whose*

1 If we use a sentence like:

The man was very helpful.

it may not be clear which man. We can make it clear like this:

*The man **who/that served me** was very helpful.*

Who is a relative pronoun and links the relative clause (**who served me**) to the main clause (**The man was very helpful**).

The relative clause answers the question '**Which person/thing?**'. We call this a defining relative clause and we do not use commas (,):

*The man was very helpful. ~ Which man? ~ The man **who/that served me**.*

2 We use **who** or **that** to refer to people:

*I thanked the woman **who/that helped me**.*

and **which** or **that** to refer to things:

*That's the machine **which/that makes paper**.*

3 **Who**, **which** or **that** can be the subject of the relative clause:

	subject	
The girl	***who***	***won*** *was really happy.*
	The girl	*won.*
That's the parrot	***that***	***talks!***
	The parrot	*talks!*

4 **Who**, **which** or **that** can be the object of the relative clause:

	object	
The woman	***who***	***I served*** *was very rude.*
I served	*the woman.*	
They sold the car	***that***	***we wanted.***
We wanted	*the car.*	

TIP
In formal English, we can also use **whom** instead of **who**, when it is the object of the relative clause:
*The woman **whom I served** was very rude.*

5 When **who**, **which** or **that** is the object, we can leave it out:

The woman I served was rude.
They sold the car we wanted.

6 We use **whose** in place of the possessive adjectives **his**, **her**, **their**, etc.:

*They interviewed a man **whose wife had disappeared**.* (= His wife had disappeared.)
*That's the girl **whose photo was in the paper**.* (= Her photo was in the paper.)

We only use **whose** with people, countries and organizations, not things or ideas.

(For more information on leaving out words in defining relative clauses, see p. 120.)

Grammar in action

1 We use **defining relative clauses** to identify which thing we are talking about. These might be the particular things we need to complete a task:

Can you bring me a hammer? ~ Which one? ~ The one that I bought yesterday. ~ OK. Where is it? ~ It's in a bag that's lying on the kitchen table.

2 We can also use **defining relative clauses** to identify which people we are talking about. This can help to avoid confusion, especially in conversation:

I met Tilly Lott this morning. ~ Who's she? ~ She's the woman who came to the concert with Tony. She's the one that I spoke to in the interval.

A Who's who?

Look at the table with information about two couples. Complete the sentences with a relative pronoun.

	work	hobby	spouse	spouse's work
Cath	teacher	reading	Ben	postman
John	taxi driver	cycling	Jane	nurse
Toby	cook	jogging	Jenny	waitress
Sally	bus driver	photography	Dave	mechanic

0 Cath is the woman who/that is married to Ben.
1 John is the taxi driver .... Jane is married to.
2 Jenny is the woman .... husband likes jogging.
3 Dave is the man .... works as a mechanic.
4 Cycling is the hobby .... John likes best.
5 Ben is married to a woman .... hobby is reading.
6 Jogging is something .... Toby likes to do.
7 The man .... brings the post is called Ben.
8 Photography is something .... interests Sally.
9 Sally is the woman .... works as a bus driver.
10 Reading is a hobby .... Cath enjoys.

WORD FOCUS

Spouse is the formal or legal word for 'husband' or 'wife'.

B Identifying people and things

Here are some sentences found in a lifestyle magazine. Combine the two sentences in two ways, using the words given.

They interviewed the player. She had won the competition.

0 The player who they interviewed had won the competition.
0 They interviewed the player who had won the competition.

My cousin bought a car. It cost £20,000.

1 My cousin bought a car .... £20,000.
2 The car .... cost £20,000.

The parents of the young man were refugees. My sister works with him

3 The parents of the young man .... my sister were refugees.
4 My sister works with a young man .... refugees.

Thieves burgled a house. The owners were on holiday.

5 The owners of the house .... were on holiday.
6 The owners .... were on holiday.

A woman saved a child from drowning. Her photo was in the paper.

7 The paper had a photo of the woman .... from drowning.
8 The woman .... in the paper saved a child from drowning.

7 Look at these sentences:

Melanie works in the hairdresser's.
*Melanie, **who lives next door to me**, works in the hairdresser's.*

Here the relative clause (**who lives next door to me**) adds extra information, but is not necessary for us to identify Melanie. We can understand the first sentence without this extra information. **Who lives next door to me** is a non-defining relative clause and we use commas (,) to separate it from the rest of the sentence.

8 **Who** and **which** can be the subject of the relative clause:

*Tony Blair, **who was Prime Minister for 10 years**, studied law at Oxford University.*
*The Prime Minister lives at 10 Downing Street, **which is in London**.*

9 **Who** and **which** can also be the object of the relative clause. When **who** is the object, we can also use **whom**:

*There were many stories about Jack Jones, **who/whom** many people suspected of the crime.*
*The severe thunderstorms, **which** nobody had forecast, caused floods in several places.*

10 We use **whose** in place of the possessive adjectives **his**, **her**, **their**, etc.:

*Van Gogh, **whose paintings now sell for millions**, hardly managed to sell any during his lifetime.*

11 Compare the two sentences:

*Sara lent Jim her camera, **which** was practically new.*
(*which* = her camera)
*Sara lent Jim her camera, **which** was very kind.*
(*which* = the fact that Sara lent Jim her camera)

We call the second type a 'sentence relative clause' because **which** refers to all of the previous part of the sentence.

Grammar in action

3 We often use **non-defining relative clauses** in formal writing. They are common in news reports, and biographies, e.g.:

Tony Blair, whose full name is Anthony Charles Lynton Blair, was born in 1953. In 1980 he married Cherie Booth, whom he had met in 1976. From 1994 he was the leader of the Labour Party, which won three consecutive elections.

4 We can also use **non-defining relative clauses** in descriptions of places, for example in guide books and travel articles, e.g.:



Venice, which is very popular with tourists, lies on the Adriatic Sea. The town is crossed by many canals, which are used for the transport of both people and goods. The main canal is the Grand Canal, which is lined with dozens of fine buildings.

5 We can use **sentence relative clauses** to give a reaction to, or comment on, facts, e.g.:



My grandmother walks everywhere, which is very good for her health.
Simon and Sandra never wanted to have children, which surprised some of their friends.

C Giving information about well-known people

Here is some information from a website about well-known people. Make one sentence from the notes given, making the underlined parts into relative clauses.

0 Bill Clinton was US President from 1993 to 2001. He was born in Hope. It is a small town in Arkansas.

Bill Clinton, who was US President from 1993 to 2001, was born in Hope, which is a small town in Arkansas.

1 Virginia Woolf. Her sister was a painter. She wrote *A Room of One's Own*. The book deals with the difficulties for women in a man's world.

....

....

2 In 1958 Rosalind Franklin died of cancer. She helped to discover the structure of DNA. In those days cancer was incurable.

....

....

3 Grantham lies in Lincolnshire. It is famous as the birthplace of Margaret Thatcher. She was British Prime Minister for 11 years.

....

....

4 'Imagine' is still a very popular song. It was written by John Lennon. He died in 1980.

....

....

D Comments on facts or things?

Underline the words that *which* refers to.

0 They spent whole afternoons in the garden, which lay behind the house.
0 Brian was in the army for 9 years, which explains his respect for discipline.
1 Sara read *War and Peace* in just two weeks, which is probably a record.
2 Denis let me borrow his car, which is practically new.
3 We often visit the Lake District, which is very good for hiking.
4 The manager accused Bill of stealing, which almost led to a strike.

E Frida Kahlo

Complete the text by writing in relative pronouns and including a comma if one is necessary.

The artist Frida Kahlo, ...who.......... [0] died in 1954, is becoming more and more popular. As a child she suffered from polio .... [1] left her right leg thinner than her left. She disguised this by wearing skirts .... [2] reached to her ankles. She had several sisters but was closest to her father .... [3] encouraged her to study medicine. One day when she was 18, a bus .... [4] she was travelling in was hit by a car. In the accident she broke several bones, including some in her back. These injuries .... [5] resulted in many operations, affected her for the rest of her life. She left her medical studies to paint, and sought advice from Diego Garcia .... [6] paintings she very much admired. Garcia encouraged her, and later they got married .... [7] didn't please Frida's family. Her paintings .... [8] were often self-portraits, were painted in a style .... [9] was influenced by popular Mexican art. During her lifetime she was considered less important than her husband but today she receives the recognition .... [10] she deserves.



OVER TO YOU Now go to page 125.

29 Expressions of time, place, and reason
When, while, until, before, after, as soon as

1 We can use **when** to relate two events in time. We can form sentences with **when** like this:

> clause + when + clause
> when + clause + clause

The verb after **when** is normally in the past simple or present simple:

*I was having a shower **when** the phone **rang**.*
***When** the rain **started**, we went inside the house.*

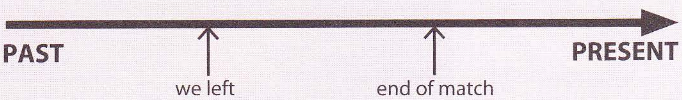
2 We can also use **while** to relate two events in time, where one of the events is still in progress. We use the same patterns as **when** but the verb after **while** is normally either **be** or a continuous tense because it refers to an action that is unfinished at the time:

*Can you buy me a magazine **while** you**'re** in town?*
***While** I **was having** a shower, the phone rang.*

3 We can use **until** or **till** with a time phrase or a statement to set a time limit:

*We're staying **until/till next Friday**.* (= we leave next Friday)
*They sat under the tree **until/till it got dark**.*

4 We use **before** and **after** with a phrase or a statement to talk about the order of events:



*The match finished **after we had left**.*

5 We can use **as soon as** to relate two events in time, one immediately after the other:

***As soon as** she finished her exams, she went abroad.*

6 When a sentence has two parts that refer to the future, we use the present simple after **when**, **before**, **after**, **as soon as** and **until**. We use **will** or **be going to** in the other part of the sentence:

*What are you going to do **when** you **finish** your exams?*
***After** Jenny **arrives**, we'll go for dinner.*
*Your guide will contact you **as soon as** you **arrive** at the hotel.*

> **TIP**
> When these expressions are at the beginning of the sentence, there is usually a comma, but not when they are at the end:
> ***While** I was having a shower, the phone rang.*
> *The phone rang **while** I was having a shower.*

7 We use **by** with a time or date to mean 'at the latest', or before a certain time:

*I want you to be home **by 10 o' clock**.*
(= not later than 10 o' clock)

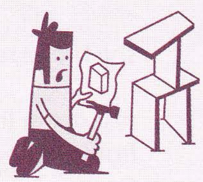
Grammar in action

1 We can use these time expressions to explain events and the order they happen in. We might tell a story about events in the past:

While I was shopping yesterday, I saw a man steal a handbag. When he noticed that I was looking at him, he started to run, but before he got out of the shop, he fell and dropped the bag.

2 We can also use these expressions to explain the order of tasks in a recipe or instructions for making something:

Remember, before you start, you must always read the instructions carefully. As soon as you open the box, lay all the pieces on the floor. Put the pieces together in order until the cupboard is finished.



A Family matters

Look at what happened to Maria on Monday. Write complete sentences using past tenses and the word in brackets.

Breakfast: 8.05–8.20; teeth: 8.25–8.30; phone: 8.15

She / have / breakfast / she / clean / her teeth (before)

0 She had breakfast before she cleaned her teeth.

She / have / breakfast / the phone / ring / (while)

0 While she was having breakfast, the phone rang.

School: any time before 8.45; History lesson: 10.00; basketball match: 12.00; home: 4.30

She / arrive / school / 8.45 (by)

1 ....

She / play / basketball / history lesson (after)

2 ....

She / not / get home / 4.30 (until)

3 ....

Homework: 4.45–5.30; television: 5.30–6.20; mother come home: 5.55

Maria / finish / her homework / she / watch / television (after)

4 ....

She / watch / television / her mother / come / home (when)

5 ....

Father wash the dishes: 9.50–10.15; brother tell jokes: 9.55; father go to bed: 10.20

Her brother / tell / a couple of jokes / her father / wash / the dishes (while)

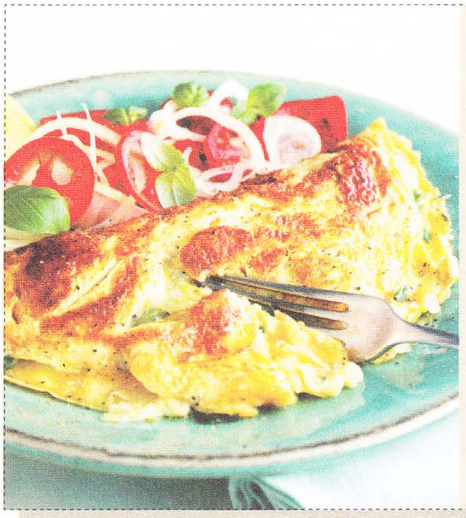
6 ....

Her father / go / to bed / he / wash / the dishes (after)

7 ....

B Cooking instructions

Read this recipe and complete the cooking instructions by circling the correct word.



Cheese omelette

Break two eggs into a bowl. • *By / Before / While*[0] you beat the eggs, make sure that there are no bits of shell. • Add a pinch of salt and beat the eggs *until / as soon as / while*[1] they are completely mixed. • *Until / While / After*[2] you have grated the cheese, add it to the mixture. • Heat some oil in a frying pan and *as soon as / until / by*[3] it is hot, pour in the mixture. • Stir the mixture gently *before / while / after*[4] it is cooking *by / after / until*[5] it is almost set. • Then fold it in half and *when / while / by*[6] it is golden brown on both sides, turn it onto a plate.

29 Expressions of time, place, and reason

When, where, why, whenever, wherever

8 We can use **when**, **where** and **why** to emphasize a time, place or reason:

Lily went to see Henry on Friday.
*Friday was the day **when** Lily went to see Henry.*

Tom works at The Wild Duck.
*The Wild Duck is the restaurant **where** Tom works.*

Pete went to town to buy Dan's birthday present.
*The reason **why** Pete went to town was to buy Dan's birthday present.*

9 We use **whenever** to mean 'at any time when' and **wherever** to mean '(at) any place where':

***Whenever** I see him, he asks how you are.*
(= Every time I see him …)
*The manager will see us **whenever** we want.*
(= at any time we choose)
***Wherever** you find water, there are always plants.*
(= every place)
*These days you can take out money **wherever** you are.* (= in any place)

Grammar in action

3 We can use **when**, **where** and **why** to explain which times, places, and reasons we are talking about, for example in a news report:

The police have located the house where the car thieves were living, but so far they do not know the reason why they left the stolen cars in the garage.

4 We can use **whenever** if the time when something happens is not important. For example, when we want to speak to, or meet, someone:

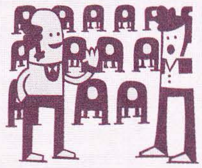
Give me a ring whenever you feel like coming round.

5 We can also use **whenever** to mean 'every time that'. We might want to emphasize the repetition of a bad experience:

Whenever we go to that restaurant, I always feel ill the next day.

6 We use **wherever** when an exact place is not important. It can mean 'anywhere':

Sit wherever you like.



or 'everywhere':

It rained wherever we went this summer.



C Reporting a crime

Read this newspaper article. Complete the sentences using *when*, *where* or *why*.

Bomb makers escape police

The police have located the house ....where.... [0] the bombers were living. However, they arrived .... [1] the house was empty. They said that they found clues to the location of the factory .... [2] the materials were bought. They have searched the rooms, including the bedrooms .... [3] the bombers slept. They think that Friday was the day .... [4] the bombers abandoned the house. The police are now trying to work out .... [5] the bombers left in such a hurry and where they are now.

D Planning a party

Anna is writing to her friend Tom about her party. Complete her email using *when*, *where*, *why*, *whenever* or *wherever*.

Hi Tom

I hope you're well. I'm writing to answer your questions about the party tomorrow evening. The reason ....why....⁰ we're having the party is to celebrate the end of the exams. It was Friday evening ....[1] Jenny and I decided to organize something - she had just got back from Vito's (you know, the Italian restaurant ....[2] she works) and she had seen some people she knows from college. They were having a special meal because their exams had just finished. It's this Wednesday ....[3] I finish, so we thought we would celebrate too!

Thank you for offering to come round a bit early to help prepare everything. Please come ....[4] is convenient for you - I'll be at home all day. Could you bring some balloons? When I was in town yesterday, I couldn't find any, ...[5] I looked. I think last week's festival might be the reason ....[6] there weren't any left in the shops.

Give me a ring ....[7] you need to. See you at the party!

Anna

E Talking about a trip to scout camp

Sam and Tom are talking on the phone about the happy times they spent at scout camp as young boys. Complete their conversation using one of the words in brackets in each space.

SAM Do you remember that place in Devon ....where....[0] (where/whenever) we stayed ....[1] (until/when) we were in the scouts?

TOM I do. I particularly remember the morning ....[2] (when/while) we woke to find our tents surrounded by cows. We went to sleep, but someone forgot to close the gate into the field ....[3] (that/where) the tents were, and the cows wandered in ....[4] (while/as soon as) we were sleeping.

SAM And we couldn't do anything ....[5] (until/where) we got them back into the field ....[6] (wherever/where) they were supposed to be.

TOM And do you remember that dog that turned up ....[7] (why/whenever) we went swimming in the river? ....[8] (As soon as/Until) we set off from the camp, it appeared from nowhere.

SAM Yes, it sat by our clothes ....[9] (while/before) we were in the water as if it was guarding them.

TOM I don't think that was the reason ....[10] (while/why) it waited there. Perhaps it expected us to give it something to eat ....[11] (when/why) we came out of the water.

SAM I think one or two boys did give it something. But it never came all the way back with us. ....[12] (When/By) the time we were back at the camp, it had always disappeared.

TOM I enjoyed those scout camps ....[13] (where/wherever) we went, but that stay in Devon was the one I liked the most.

WORD FOCUS

Find words or phrases in exercise E that have these meanings:

A appeared unexpectedly ....

B protecting ....

OVER TO YOU Now go to page 125.

30 Leaving out words
Emma sings and dances.

1 Here are some examples of sentences where we can leave words out, but the meaning is still clear:

Molly sings and (she) plays the guitar.
Pigs can't swim but dogs can (swim).
She doesn't want to go but she ought to (go).

2 When we use **and**, **but**, and **or** to join phrases or longer sentences, we can usually leave out unnecessary words:

*This machine washes the apples and **it** packs them.*
→ This machine washes the apples and packs them.
*I've cleaned the sitting room and **I've cleaned** my bedroom.*
→ I've cleaned the sitting room and my bedroom.
*Jack seemed nervous but **he seemed** excited.*
→ Jack seemed nervous but excited.

3 We can just use an **auxiliary verb** instead of repeating a longer expression:

*Amy couldn't speak French a year ago, but now she **can**.* (= she can speak French)
*I thought Tim would get good marks, and he **did**.* (= he got good marks)
*Who knows the way? ~ I **do**.*

When we use an auxiliary verb in this way, it cannot be a short form:

Lucy won't help you but I will. (NOT ~~*I'll*~~)
Dan's not coming but Sara is. (NOT ~~*Sara's*~~)

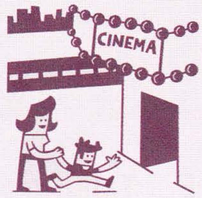
4 With verbs that are usually followed by an infinitive, we can just say **to** instead of completing the phrase:

*Why don't you talk to him? ~ Because I don't want **to**.*
*Dave doesn't smoke now but he used **to**.*
*We'd like to get married but we can't afford **to**.*

Typical verbs include: **have (got)**, **mean**, **plan**, **intend**, **would like**

> **TIP**
> We usually miss out **shop**, **house**, **flat**, etc., in expressions such as:
> *I've got to go to the greengrocer's/doctor's.*
> *We're having lunch at my brother's today.*

Grammar in action



1 In conversation, we can leave words out when everyone understands what we are talking about:

Can we go to the cinema, Mum? ~ We can if you want to.

2 In formal writing, we leave words out to make what we say more concise (we give only the important and necessary information):

If we are asked to provide further information, we will.

A Office messenger

Donna and Claire are work colleagues. They are using an instant messaging service to arrange a meeting. Cross out the words that can be left out without changing the meaning.

DM Claire – we need to arrange a time and ~~to arrange a~~ place [0] for tomorrow's meeting.
CP Yes. Well, when are you free?
DM Free from 11 to 12 [1].
CP I'm busy till 11.30 – I've got an appointment at the doctor's surgery [2].
DM Oh. I hope everything's OK. Let's say 11.30 then.
CP Remember that Tony only works mornings and he will have to [3] leave by 12.
DM That's OK. We can talk about his parts of the project first, if we have to talk about them first [4].
CP Good idea. Now, shall I lead the meeting or would you like to lead the meeting [5]?
DM I will lead the meeting [6]. It's my turn. But please can you book a room, and can you send [7] a reminder to Jim and send an update [8] to Jeff.
CP Yes, I can do. [9] Also, I'll order some tea and I'll order some coffee [10].
DM Great, thanks Claire. Ciao.

B Film review

Here is a recent film review. Rewrite the underlined phrases in the shortest way possible.

To Them That Have is Debreuil's third feature film and <u>it is his best movie yet</u>[0]. Critics, including myself, admired his early promise but <u>we wondered</u>[1] if he would produce a film worthy of that promise, and now <u>he has produced a film worthy of that promise</u>[2].

The film starts and <u>it finishes</u>[3] in 19th century France, but the story spans four continents and <u>spans three centuries</u>[4], and <u>the story follows the lives of three families</u>[5]. The dialogue is fast and <u>it is witty</u>[6]. You would expect the photography to be stunning in a Debrueil film, and <u>it is stunning</u>[7].

Should you go and see this film? Yes, <u>you must go and see this film</u>[8].

Star rating: ★★★★★

0 his best movie yet ....
1 ....
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....

C After the film

A group of students read the review and went to see the film. Afterwards, they talked about it in a café. Look at their conversation and cross out ten unnecessary words or phrases. The first is done for you.

A *soundtrack* is the music that accompanies a film or TV programme.

WORD FOCUS

ZAC I thought it was great but ~~I thought it was~~ too long. The main actress was beautiful and was very talented.

ALFIE Yes, but I didn't like the soundtrack or I didn't like the fact that it was in black and white.

BORIS Well, I thought the film would annoy me, but it didn't annoy me.

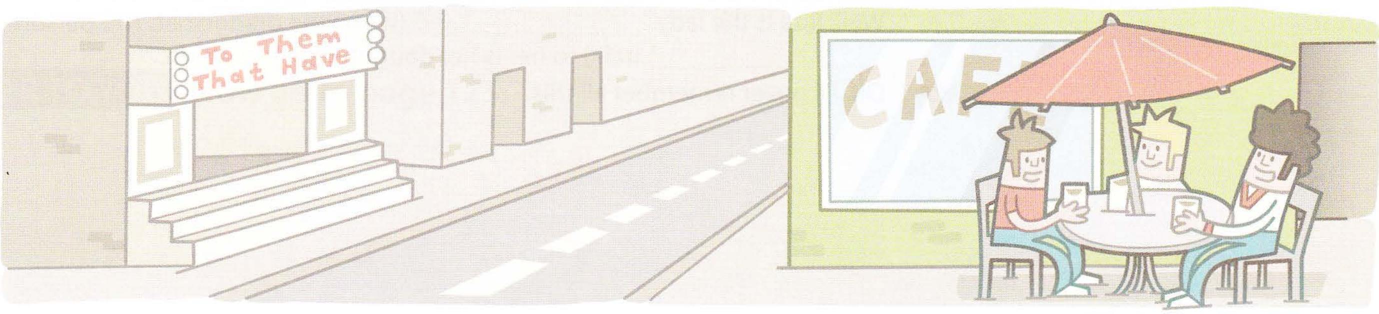
ALFIE Anyway, shall we have another drink?

BORIS Well, I wasn't planning to have another drink, but OK, I will have another drink.

ZAC I can't have another drink, I'm afraid. I've got to go.

ALFIE Do you really have to go?

ZAC Well, I should go. I'm staying at my brother's house tonight and he goes to bed early, so he probably expects me to go to bed early as well.



30 Leaving out words
Leaving out words in defining relative clauses

5 In a defining relative clause with **be**, we can leave out **who, which** or **that** + **be**. **Who, which** or **that** can refer to the subject, the object or the indirect object.

SUBJECT
The man who is in the corner waved at me.
→ *The man in the corner waved at me.*

OBJECT
I watched the man who was in the corner.
→ *I watched the man in the corner.*

INDIRECT OBJECT
I gave a cake to the man who was in the corner.
→ *I gave a cake to the man in the corner.*

6 When the form of **be** is part of a continuous verb, we can leave out **who, which** or **that** + **be**:
I like the woman who is talking to Peter.
→ *I like the woman talking to Peter.*

7 When the form of **be** is part of a passive form, we can leave out **who, which** or **that** + **be**:
I spoke to the man who is known as Lucky Leslie.
→ *I spoke to the man known as Lucky Leslie.*

(For more information on defining relative clauses, see p. 110.)

TIP

We often use **one** instead of repeating a noun:
Which car do you mean? ~ The car which is in front of mine.
→ *The car in front of mine.*
→ *The **one** in front of mine.*

Grammar in action

3 In spoken English we often leave words out of defining relative clauses, and use *-ing* forms or past participles. We are still able to explain which person or thing we are talking about, but it is often more normal to leave words out when the meaning is clear:
Can you see that man? ~ Which man? ~ The one standing at the top of the ladder over there.



D At the wedding

Tom and Cara are at Tom's cousin's wedding. Tom has not seen a lot of his family for a long time, and it is the first time that Cara has met some of them. Complete their conversation, choosing the correct form of the verb in brackets.

TOM My uncle Jack is the man ....talking.... [0] (talk) to the bride.
CARA Which man? There are three men .... [1] (stand) with the bride.
TOM Yes, sorry. He's the tall one .... [2] (move) his hands a lot.
CARA Is he the uncle .... [3] (marry) to the former model?
TOM Yes, that's right, Auntie Rita. She's the one .... [4] (mention) in *Vogue* the other day.
CARA Oh yes, I remember. They said she was the model .... [5] (photograph) the most in the early 1980s.
TOM Yes. You see the two women .... [6] (sit) at the table on the left? Well, Rita is the lady .... [7] (wear) the orange hat. The person .... [8] (talk) to her is her daughter, my cousin Jo.
CARA OK. I'll never remember all this.

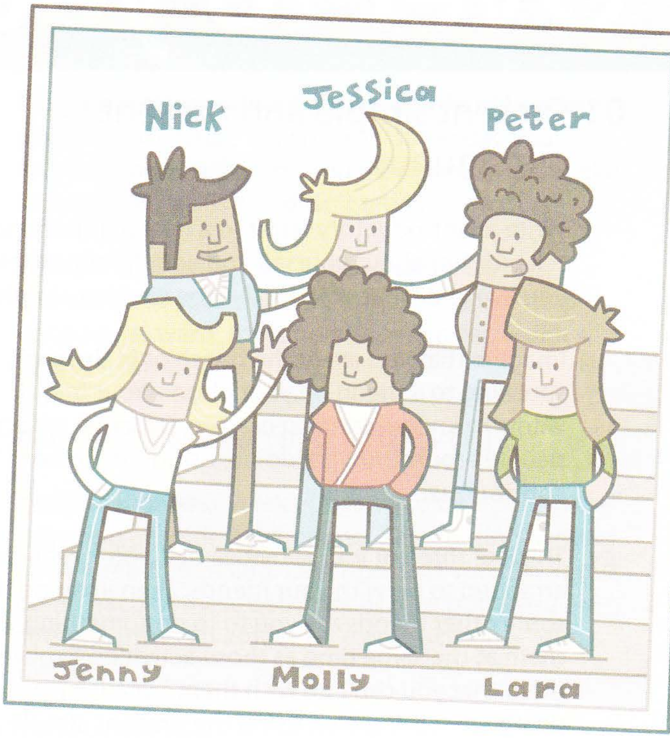
E People in a photo

Complete the sentences about who is who using *next to, between, behind* and *in front of*.

0 Molly is the woman between Jenny and Lara.
1 Nick is .... Jenny.
2 Jenny is .... Molly.
3 Lara is .... Peter.
4 Peter is .... Jessica.
5 Molly is .... Lara and Jenny.

Now answer the questions in the shortest way possible.

6 Who's the man behind Jenny? ....
7 Where's Jessica? ....
8 What's the name of the woman in front of Nick? ....



F Unnecessary words

Rewrite these sentences, omitting any unnecessary words.

0 I just read a book that is called *How To Win Friends And Influence People.*
I just read a book called How To Win Friends And Influence People.
1 Pelé is the footballer who is often described as the greatest footballer of all time.
....
2 James Earl Jones is an actor who is best known as the voice of Darth Vader in the *Star Wars* films.
....
3 I passed the message to the policeman who was waiting outside the door.
....
4 The finest bananas in the world are the ones that are grown in Madagascar.
....
5 Computers which are built in China are cheaper than British ones.
....
6 Apples which are bought from a greengrocer's usually taste better than supermarket apples.
....

OVER TO YOU Now go to page 125.

Over to you

01 Present simple and present continuous

Write an introductory letter to a new penfriend to tell him/her about yourself and your family, where you live and what you do. Use the **present simple**.

Imagine that you are at the beach or in the park, speaking to a friend on your phone. Your friend wants to know what you can see. Describe what the people around you are doing, using the **present continuous**.

Think of three or four activities that you might have arranged to do with your friends. Then imagine that some other friends ask you to to do something with them at the same time as those activities. Explain to them that you can't go with them because you are doing something else, using the **present simple** and the **present continuous**.

02 Talking about the past

Say or write down three things that you have done in your life that you are proud of and your age when it happened, using the **past simple**, for example, 'When I was 14, I won a poetry competition.'

Can you remember what was happening and what you and your friends or family were doing when you heard about the attack on the Twin Towers in New York on 11 September 2001? Say or write three things, using the **past continuous**, and starting with 'When I heard about the attack, I was …'

Say or write three things that you did in the past, but that you don't do any more, using **used to**.

03 Present perfect

Say or write down three things that you have done in your life and that you think none of your friends have done, using the **present perfect**.

Then think about your best friend and say or write down three things that you think he/she has never done, using the **present perfect**.

Say or write down three things about yourself that have never changed, using **always** and the **present perfect**.

Say or write down three things that you have been doing, and say how long you have been doing them using **for** or **since** and the **present perfect continuous**.

04 Past simple and present perfect; past perfect

Imagine that you are looking after a friend's dog for a few days. One day you go shopping and leave the dog at home alone. When you come back, you find the dog has ruined your home! Describe to your friend what happened while you were out of the house, using the **past perfect** and starting with 'When I got back home, …'

Working with a friend, ask and answer questions about your daily routines, comparing things you have done today with things you did yesterday. Use the **present perfect** when you ask about today, and the **past simple** when you ask about yesterday, for example, 'Have you spoken to Simon today? Did you speak to Simon yesterday?'

05 The future

Imagine that you have booked your dream holiday. Describe to a friend what you are going to do, where you are going to stay and how you are going to get there using **going to**.

How do you predict the world will change in the next fifty years? Write down three things that you think will happen in the future, using **will** and starting with 'In the next fifty years, …'

How can you help your parents around the home? Write down three suggestions or offers of help, using **will** and **shall**.

06 Ability, permission, and requests

Say or write three things that you couldn't do when you were younger but that you can now do, using **couldn't** and **can** and starting with 'When I was younger, ...'

Say or write three things that you will be able to do when you've finished your studies, using **will be able to** and starting with 'When I finish my studies, ...'

Write a dialogue between two people having lunch together. Use **would** and **please** as much as possible.

07 Possibility and probability; perfect modals

Imagine that you have arranged to meet a friend, but he is late. Suggest three things that might have happened to him/her, using **may**, **might**, and **could**.

Think about what you might do after you have finished your studies at school, and write three of them, using **may**, **might**, and **could**, and starting with 'After I've finished my studies at school, ...'

How do you think the ancient Egyptians built the pyramids? Suggest some things that they must have done, and some things they can't have done, and the reasons why, using **must have** and **can't have** + **past participle**.

08 Duty and obligation

Imagine that your friend has returned home to find that someone has burgled his/her house. He/she has called you to ask what he/she should do. Give some suggestions, using **should**, **shouldn't** or **ought to**.

Think of three interesting jobs and describe the duties associated with each one, using **have to**.

09 Infinitives and *-ing* forms (1)

Imagine you went on a sightseeing trip of London yesterday. Describe which parts of the day you enjoyed and which parts you didn't enjoy, using **like** or **enjoy**, **didn't like** or **didn't enjoy** + ***-ing*** **form**.

What kind of parent will you be? Describe how you will treat your children, using verbs like **help**, **encourage**, **want**, **love**, **persuade**, **prefer**, **teach** + **object** + **infinitive**.

10 Infinitives and *-ing* forms (2)

Imagine that next week you have to take part in the following activities: swimming, parachuting, writing poetry, reading, skiing. Describe how you feel about doing each of these activities or how good you are at them, using an **adjective** + **preposition** + ***-ing*** **form**.

11 The passive

Use the internet to research the following subjects, then write a sentence or two about each, using the **passive**, giving details such as who invented/wrote/designed/built it and when: *The Importance Of Being Ernest*; the Sydney Opera House; the telephone; the Eiffel Tower; *The Deer Hunter*; the ceiling of the Sistine Chapel; *The Lord Of The Rings*

Imagine you were a member of the town council. What changes would you make to your town? Say or write three sentences using **have** + **object** + **past participle**.

12 Phrasal and prepositional verbs

Write three phrasal or prepositional verbs with the preposition **up**, three with the preposition **in**, and three with the preposition **on**. Then write a sentence for each, to indicate that you understand its meaning.

13 Indirect speech (1)

Imagine that you overheard a conversation in which two men, Pat and Ted, were planning a bank robbery. Report what you heard to the police, using **indirect speech**. Include as many details as you can, including any questions that you heard the two men ask each other.

14 Indirect speech (2)

Imagine you have given a friend directions from the train station to your house. Report the instructions you gave to your friend. Use indirect speech and verbs like **tell**, **remind**, and **warn**.

15 Conditional sentences

Think of three events in your future that you are worried about, for example exams or a driving test, and explain why you are worried about them by imagining what will happen if they go badly. Use **first conditionals**.

Think about three things that you would like to change about yourself or your life. Then explain why you would like these things to change by describing what you would do if things were different. Use the **second conditional**.

16 Nouns

Describe where you keep things at home, using as many **noun + noun** structures as you can.

17 Possessives

Think about your friends and relatives, list their hobbies and any gadgets they might have, and compare them with your own. Use as many different **possessive adjectives** and **possessive pronouns** as you can. For example, 'My dad's hobby is cycling. My hobby is running.', 'My brother and I both have iPods. His is more expensive than mine.', etc.

18 Demonstratives

Imagine you and your friends are shopping for clothes. Write a dialogue of the sort of things you would say to each other when you are comparing items in a shop. Explain which clothes you like, which clothes you don't like, and use as many different **demonstratives** (**this**, **that**, **these** and **those**) as you can.

19 Quantifiers

List the food that you have in your fridge, and write what food you will need to buy when you go shopping. Use as many of the following quantifiers as possible: **some**, **any**, **no**, **much**, **many**, **a few**, **a little**, **a lot of**. Start with 'In my fridge, I have …'

Imagine you are a company director and you are interviewing a job applicant. First, describe the people in your company using **everyone**, **everybody** and **no one**. Then describe the ideal candidate for the job, using sentences with **somebody**, **someone** and **anybody** and starting with 'I'm looking for …' or 'I'm not looking for …'.

20 Comparative and superlative forms

Guinness World Records is a book which lists the greatest human achievements and the extremes of the natural world. Can you think of any people, places or things that are world record holders? Name them and explain why they should be in *Guinness World Records*, comparing them with similar people, places or things, using **superlatives** and **comparatives**. For example, 'The Nile is the longest river in the world. It is longer than the Thames.'

How is your life easier or harder than your parents' or your grandparents'? Compare your life with theirs using **comparatives** and **comparative + than** structures.

21 *(Not) as … as, enough, too*

Imagine that you went to a party recently, but it wasn't as good as you expected it to be. Write some sentences to explain what the problems were, using **not as … as**, **enough** and **too**.

Imagine that you have a little brother who is only 14. He wants to go on holiday to the US with his friends. What would your parents say to him? Write some sentences using **not … enough** and **too**.

22 Adverbs

Think of your favourite recipe and write instructions, using as many **adverbs** as you can.

23 Connecting adverbs

Imagine you and your friends are on a camping trip. You need to find a good place to set up your camp, put up your tents, and cook some food. Write a dialogue in which you and your friends discuss the trip and how to do these things, using as many **connecting adverbs** (**so**, **too**, **either**, **neither**, **first**, **next**, **then**, **actually**, **fortunately**, **only**, **even**, etc.) as you can.

24 Prepositions (1)

Summarize the plot of a film that you have seen recently, explaining the attitudes of the characters and their feelings towards each other and the things in the story, using as many **prepositions** and **prepositional phrases** as you can.

25 Prepositions (2)

Describe the room you are sitting in, using as many **prepositions** and **prepositional phrases** as you can.

Think of someone you know who has changed his or her lifestyle. Describe the changes he or she has made and explain why, using as many of the **prepositional phrases** on p. 100 as you can.

26 Linking words

Imagine you are writing an advertisement for an exciting new gadget that has two uses. Name it and write a few sentences to explain why you need it and what it does, using linking words such as **because**, **for**, **both … and**, **either … or**, **in order to**, and **so that**. Start with 'The … is an amazing gadget: …'.

27 Linking sentences

We are damaging the environment and our planet is in danger. Write some sentences using **if … not**, **unless**, **in case**, **furthermore**, **moreover**, **what's more,** etc. to explain the danger, suggest some changes we should make and describe what will happen if we don't make those changes.

Do you believe in aliens? Do you believe that life exists on other planets? Write a few sentences explaining the arguments for and against, using **but**, **though**, **however**, and **on the other hand**.

28 Relative clauses

Write sentences using **relative clause**s to explain briefly who each of these people are/were and why they are famous: William Shakespeare, J.K. Rowling, Bill Gates, Charles Babbage, George Lucas. Start with ' … is the man/woman who …'. Then think of a few more famous people and write sentences for them, too.

Imagine you are writing an article for a travel guide. Describe your favourite city, using as many **relative clauses** as you can.

29 Expressions of time, place, and reason

Write a dialogue in which you and your childhood best friend remember some things that you did together when you were younger. Use as many of the **time expressions** on p. 114 as possible.

30 Leaving out words

Say or write three things that were true when you were younger but which are now different, leaving out any unnecessary repetition of words. For example: 'When I was younger, I couldn't swim but now I can.', 'When I was younger nobody had computers, but now everyone does.'

Form tables

A Plural nouns

	SINGULAR	PLURAL
+ -s		
With most nouns, we add **-s** to make them plural:	shop tyre kilo	shop**s** tyre**s** kilo**s**
+ -es		
With nouns that end with **-s**, **-ss**, **-sh**, **-ch** and **-x** we add **-es**:	bus dress wish beach box	bus**es** dress**es** wish**es** beach**es** box**es**
+ -es		
With some nouns that end with **-o**, we add **-es**:	tomato potato	tomato**es** potato**es**
-f/-fe → -ves		
We change **-f/-fe** to **-ves** in the plural:	thief shelf leaf life	thie**ves** shel**ves** lea**ves** li**ves**
-y → -ies		
With nouns that end with a consonant* + **-y**, we change the **-y** to **-ies**:	story copy lorry	stor**ies** cop**ies** lorr**ies**
Irregular nouns		
	tooth child woman	teeth children women

B Uncountable nouns

These are some common uncountable nouns:	**ice, water, rain, snow, heat, noise, cotton, glass, petrol, money, luggage, information, work, homework, advice, news, meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese**
Uncountable nouns do not have a plural form:	**petrol** (NOT ~~**petrols**~~) **bread** (NOT ~~**breads**~~)
We cannot use **a/an** with an uncountable noun, but we can use **some/any**, **the**, **much** (NOT ~~**many**~~), **such**, and **my/your/his** etc.:	~~**a**~~: *I always have an egg, then **toast** and **marmalade** for breakfast.* **some**: *I'd like **some tea** please.* **the**: *Look at **the snow** outside.* **much**: *How **much luggage** have you got?* **such**: *We've had **such wonderful news**.*
Some nouns can be countable or uncountable:	*I heard **a noise** from downstairs.* (countable) *I can't sleep. The neighbours are making **so much noise**.* (uncountable)

*** Consonants**
b c d f g h j k
l m n p q r s t
v w x y z

Vowels
a e i o u

Syllables
|hit| = 1 syllable
|vi|sit| = 2 syllables
|re|mem|ber = 3 syllables

C Present simple

	I/YOU/WE/THEY	HE/SHE/IT
+ -s		
After **he/she/it**, we add **-s** to most Present simple verbs:	say make advise	say**s** make**s** advise**s**
+ -es		
We add **-es** to verbs that end with **-ss**, **-sh**, **-ch**, **-o** or **-x** (e.g. finish, go):	pass finish wish catch go do	pass**es** finish**es** wish**es** catch**es** go**es** do**es**
-y → -ies		
We change **-y** to **-ies** with verbs that end with a consonant* + **-y**:	fly carry study	fl**ies** carr**ies** stud**ies**

D *-ing* forms

	INFINITIVE	-ING FORM
+-ing		
With most verbs we add **-ing**:	go ask	go**ing** ask**ing**
-e + -ing		
With verbs that end with a consonant* + **-e**, we delete the **-e** and add **-ing**:	take hope live queue	tak**ing** hop**ing** liv**ing** queu**ing**
-ie → -ying		
With verbs that end with **-ie**, we change **-ie** to **-ying**:	lie die	**ly**ing **dy**ing
-t → -tting		
With verbs that end with one vowel* + one consonant (e.g. *run*, *swim*, *jog*), we double the consonant:	get run swim jog	ge**tting** ru**nning** swi**mming** jo**gging**
+ -ing		
But note that we do not double the consonant, 1) when it is **y** or **w** (e.g. *stay*) 2) when the last syllable* is not stressed (e.g. *VISit*, *LISTen*, *WONder*):	stay buy borrow draw visit listen	stay**ing** buy**ing** borrow**ing** draw**ing** visit**ing** listen**ing**
But not also that we double the **l** at the end of the verbs, when the last syllable is not stressed (e.g. *TRAvel*):	wonder travel	wonder**ing** travel**ling**

E Regular verbs: Past simple and past participle

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
+ -ed			
With most verbs, we add **-ed**:	happen	happen**ed**	happen**ed**
+ -d			
With verbs ending with **-e**, we add **-d**:	live	live**d**	live**d**
-y → -ied			
With verbs that end with one consonant* + **-y**, we change the **-y** to **-ied**:	try study	tr**ied** stud**ied**	tr**ied** stud**ied**
-p → -pped			
With verbs that end with one vowel* + one consonant (e.g. *stop*), we double the consonant:	stop grab	sto**pped** gra**bbed**	sto**pped** gra**bbed**
+ -ed			
But note that we do not double the consonant, 1) when it is **y** or **w** (e.g. *play*) 2) when the last syllable* is not stressed (e.g. *LISten, Happen, Open*):	enjoy allow discover listen	enjoy**ed** allow**ed** discover**ed** listen**ed**	enjoy**ed** allow**ed** discover**ed** listen**ed**
Note that in British English **l** is usually doubled, even if the syllable is unstressed (e.g. *TRAvel*):	cancel travel	cance**lled** trave**lled**	cance**lled** trave**lled**

F Irregular verbs: Past simple and past participle

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forbid	forbade	forbidden
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

G Comparative and superlative adjectives

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
+ -er/-est			
We add **-er/-est** to short adjectives (one-syllable* adjectives):	cheap	cheap**er**	the cheap**est**
	near	near**er**	the near**est**
	long	long**er**	the long**est**
+ -r/-st			
We add **-r/-st** to adjectives that end with **-e**:	late	late**r**	the late**st**
+ -g → -gger			
With short adjectives that end with one vowel* and one consonant* (e.g. *big*), we double the consonant:	big	bi**gger**	the bi**ggest**
	hot	ho**tter**	the ho**ttest**
	wet	we**tter**	the we**ttest**
-w + -er / -est			
We don't double **-w:**	low	low**er**	low**est**
more / most			
We use **more / the most** before adjectives of two or more syllables*:	expensive	**more** expensive	**the most** expensive
	beautiful	**more** beautiful	**the most** beautiful
	polluted	**more** polluted	**the most** polluted
-y → -ier / -iest			
But note that with adjectives ending with **-y** (e.g. *happy*), we change **-y** to **-ier** / **-iest:**	happ**y**	happ**ier**	the happ**iest**
	luck**y**	luck**ier**	the luck**iest**
	eas**y**	eas**ier**	the eas**iest**
	dirty	**dirtier**	the dirt**iest**
Irregular adjectives:			
	good	better	the best
	bad	worse	the worst
	far	further	the farthest
	little	less	the least
fewer and less			
Note that we use **fewer** with plural nouns, and **less** with uncountable nouns (e.g. *money*):	There are **fewer** shops in the centre of town than there used to be. John earns **less** money than Mary.		

Verb tables

A Verb tenses

	POSITIVE	NEGATIVE	QUESTIONS
Present simple			
	I **know** the answer	I **don't cook** very well.	Do you **like** Indian food?
	Jane **walks** to school.	She **doesn't like** him.	Does John **drive** to work?
Present continuous			
	I**'m writing** a letter.	I**'m not sleeping**.	**Am** I **winning**?
	He**'s reading** a book.	It **isn't working**.	**Is** she **waiting** for you?
	They**'re playing** football.	We **aren't using** it at the moment.	What **are** you **cooking**?
Past simple			
	I **cooked** the dinner last night	They **didn't have** a holiday last year.	**Did** you **see** John yesterday?
Past continuous			
	She **was watching** the TV.	The fridge **wasn't working**.	**Was** it **raining**?
	We **were talking** to the doctor.	They **weren't enjoying** the film.	Where **were** you **staying**.
Present perfect			
	I**'ve lost** my car keys.	We **haven't paid** the bill.	**Have** you **heard** the news.
	He**'s found** a new job.	It **hasn't rained** for weeks.	**Has** the train **arrived** yet?
Present perfect continuous			
	We**'ve been staying** with some friends.	You **haven't been doing** well at school.	**Have** you **been waiting** long?
	He**'s been saving** his money for a holiday.	He **hasn't been running**.	What **have** you **been doing**?
Past perfect			
	I **had posted** the letter.	He **hadn't arrived**.	**Had** it **finished**?

B Verb structures

	MODAL + INFINITIVE	
She	**can**	swim.
He	**could**	be (right).
Jane	**may**	be (at home).
It	**might**	come (tomorrow).
I	**must**	finish (this today).
You	**needn't**	go (to the shops).
I	**shall**	arrive (at six o' clock).
You	**should**	ask (her).
Mark	**will**	be (happy).
Tom	**would**	like (to come).

	VERB + *-ING* FORM	
James	**enjoys**	travelling.
They've	**finished**	repairing (the car).
He	**keeps**	asking (questions).
She's	**stopped**	smoking.

	VERB + *TO* + INFINITIVE	
I	**decided**	to go (to America).
She	**hopes**	to get (a job soon).
We	**ought**	to tell (the police).
I	**promise**	to write (to you).
He	**refused**	to talk (to me).
She	**used**	to smoke.
Jane	**wants**	to be (a doctor).

Answer key

01 Present simple and present continuous

A
1 includes
2 rescue
3 pump
4 don't … work
5 phones
6 sends
7 doesn't work
8 do
9 have
10 equals

B
1 're looking
2 are … behaving
3 being
4 's … doing
5 's building
6 is … helping
7 's sitting
8 's trying
9 are … talking
10 's asking
11 'm drawing
12 'm concentrating

C
1 eat
2 'm trying
3 looks
4 means
5 doesn't eat
6 's suffering
7 thinks
8 seems
9 don't kill
10 agree
11 believes
12 hope

WORD FOCUS A strict B to exploit

D
1 does … leave
2 leaves
3 don't arrive
4 take
5 lasts
6 do … begin
7 have
8 doesn't leave
9 gets
10 's
11 doesn't start

E
1 're meeting
2 does … begin
3 'm taking
4 doesn't leave
5 Are … doing
6 are going
7 are … getting
8 're leaving
9 'm not doing

F
1 I'm afraid we can't meet on Tuesday afternoon because I'm playing tennis with Peter.
2 I'm sorry I can't see you on Thursday afternoon because I'm helping Sam move into his new flat.
3 Friday is no good. I'm having lunch with the boss. Anyway, I'm seeing you on Saturday.
4 Sorry, I'm going shopping with my mum on Saturday morning. Are you doing anything in the evening?

02 Talking about the past

A
1 was spending
2 set
3 reached
4 made
5 didn't start
6 arrived
7 weren't planning
8 was shining
9 was walking
10 decided
11 were having
12 was playing
13 stopped
14 announced
15 added
16 were you
17 happened
18 was lying
19 had
20 was watching
21 wasn't enjoying
22 didn't think
23 interrupted
24 were you doing
25 heard
26 was walking
27 got
28 sent
29 was wearing
30 didn't believe
31 called
32 told

B
1 didn't have
2 spent
3 had
4 started
5 had
6 were working
7 was painting
8 was putting
9 fell
10 wasn't being
11 worked
12 didn't finish
13 did you do
14 Did you see
15 mentioned
16 did you go

C
1 used to be
2 didn't use to go
3 didn't use to have
4 used to live
5 used to go
6 didn't use to drink

D
1 was
2 ✓
3 was raining
4 used to keep
5 ✓
6 didn't understand

E
1 used to play
2 wasn't playing
3 used to watch
4 was watching
5 noticed
6 was wearing
7 didn't use to wear / didn't wear
8 thought
9 won
10 decided
11 knew
12 happened
13 arrived
14 used to get / got
15 had
16 looked
17 was holding
18 arranged
19 didn't have
20 started
21 became
22 stopped
23 was expecting
24 used to love / loved
25 were playing

03 Present perfect

A
1 all my life
2 ever
3 just
4 ever
5 never
6 already
7 several times
8 yet

B
1 've had
2 've been
3 've had
4 have found
5 still hasn't graduated
6 hasn't been
7 has often worked
8 've managed
9 has sent
10 've visited
11 've spent
12 've written
13 has already sold
14 has just paid
15 has just asked

C
1 Ruth has just phoned
2 she still hasn't left
3 she's done
4 have you bought
5 I haven't bought anything yet
6 I've just ordered
7 I've already asked
8 She's got
9 she's promised
10 have you found
11 I've asked
12 still haven't phoned back
13 I've persuaded
14 I've just checked

D
1 've been waiting
2 have you been standing
3 Has it been raining
4 've been coming
5 've been writing
6 've been trying

E
1 have you been doing
2 've been playing
3 've been building
4 've been feeding
5 've been worrying

F
1 has promised
2 Have you all been getting on
3 have been making
4 've made
5 have you managed
6 've been working
7 haven't solved
8 've been moving
9 has wiped
10 've been expecting
11 has agreed

04 Past simple and present perfect; past perfect

A
1 came
2 've met
3 met
4 stayed
5 hasn't slept
6 got
7 've been
8 've really enjoyed
9 read
10 set off
11 did
12 've eaten
13 recommended
14 went
15 have you visited
16 was
17 decided
18 've never climbed

B
1 has changed
2 lived
3 haven't visited
4 has become
5 produced / used to produce
6 have closed
7 got
8 didn't agree
9 liked
10 have brought

WORD FOCUS got rid of

C
1 'd created
2 had seen
3 'd told
4 'd been
5 'd never caused
6 had … stolen
7 had made
8 had put
9 had fallen
10 had noticed
11 hadn't taken
12 had apologized

D
1 had been
2 hadn't finished
3 had sent
4 had received
5 had … written
6 hadn't arrived
7 had phoned
8 had agreed
9 had left

05 The future

A
1 1
2 1
3 3
4 4
5 1
6 2

B
1 'm going to send
2 'm not going to write
3 'm going to do
4 's going to help
5 are going to watch
6 'm not going to revise
7 'm going to revise
8 'm going to prepare
9 'm going to show

C
1 are … going to attract
2 is going to clean
3 is going to improve
4 is going to renovate
5 are not going to install
6 is going to disappoint
7 are going to upgrade
8 is going to employ
9 Are … going to get
10 are not going to get

D
1 will
2 won't
3 will
4 will
5 won't
6 will
7 won't
8 will
9 will
10 will
11 won't
12 will
13 will
14 won't
15 will

E
1 Will
2 shall
3 Shall
4 will
5 will / shall
6 won't / shan't
7 will / shall
8 will / shall
9 won't
10 Shall

WORD FOCUS put up with

F
1 'll call; warning
2 'll help; offer
3 'll go; spontaneous decision
4 're going to drive; decision made in advance
5 'll buy; promise

06 Ability, permission, and requests

A
1 couldn't
2 could
3 can
4 could
5 can
6 could
7 couldn't
8 can
9 can't
10 could
11 can
12 could
13 can
14 can
15 can
16 can't
17 couldn't
18 can't

WORD FOCUS A previously B enormous C benefits

B
1 can't
2 couldn't
3 can't
4 be able
5 could
6 managed
7 were able
8 can
9 will be able

C
1 Can you invite Mr Jones for an interview, please?
2 Could you take a message, please?
3 Would you ask Jim to email me, please?
4 Would you collect the report from reception, please?

D
1 could organize
2 Could you
3 managed to book
4 couldn't
5 I'll be able
6 could
7 can
8 weren't allowed
9 be able
10 you help
11 we can
12 managed to
13 you'll be able to help

E
1 May
2 can't
3 Can
4 Could
5 can
6 managed to
7 couldn't
8 want
9 can
10 be able to

07 Possibility and probability; perfect modals

A
1 must cost
2 can't love
3 must think
4 can't mean
5 must have
6 can't be

B
1 may want
2 may not have
3 may not come
4 may decide
5 may not get
6 may be

C
1 may / might go
2 can't be
3 may not / might not renew
4 may / might take
5 must have
6 may / might find
7 may not / might not want
8 can't be

WORD FOCUS a grant

D
1 can't have been
2 may have died
3 can't have drowned
4 must have died
5 must have had
6 may have been
7 can't have killed
8 must have seen
9 can't have had
10 must have been

E
1 must have learned/learnt
2 might have posed
3 might have had
4 can't have been
5 might have been
6 must have met
7 can't have imagined
8 might have invented

08 Duty and obligation

A
1 should … dress
2 shouldn't wear / choose
3 should choose / wear
4 should wash
5 should … behave
6 shouldn't look
7 should show

B
1 should / have to
2 shouldn't
3 shouldn't
4 ought not to
5 have to
6 ought to
7 don't have to
8 should
9 should
10 shouldn't
11 have to

C
1 should / have to
2 do I have to
3 don't have to
4 have to
5 should
6 have to
7 should
8 shouldn't
9 should

D
1 mustn't
2 don't have to
3 must
4 mustn't
5 must
6 must
7 mustn't
8 mustn't
9 don't have to
10 mustn't

WORD FOCUS B

E
1 do … need to
2 need to
3 don't need
4 needs
5 need
6 don't need to
7 need to
8 needs to
9 needs to
10 don't need to

F
1 don't have to
2 should
3 must
4 mustn't
5 must
6 must
7 don't have to
8 must
9 should
10 ought to

09 Infinitives and *-ing* forms (1)

A
1 cycling
2 walking
3 escaping
4 doing
5 sharing
6 to show
7 to spend
8 to beat
9 to give
10 to mention

B
1 to spend
2 to look
3 to go
4 to find
5 to study
6 to start
7 to work
8 to encourage
9 to organize
10 taking
11 to decide
12 working
13 organizing
14 meeting
15 earning

WORD FOCUS A abroad B accepted

C
1 plan to take
2 need to think
3 refuse to pay
4 go shopping
5 manage to put
6 hope to make
7 keep on raising
8 threaten to go
9 decide to change

D
1 My brother taught me to play the guitar.
2 My mother expected me to go to university.
3 My father wanted me to study engineering.
4 When I first met my manager, he persuaded me to give him a chance.
5 My manager helped me to get a record deal.
6 The famous musicians, 'The Rolling Faces', invited me to join their tour.

E
1 let her choose
2 permitted her to study
3 expected her to do
4 deserves to be
5 encourage her to apply
6 make her go
7 remind you to aim
8 let me help
9 warn you to work

F
1 They encouraged him to take
2 they didn't want anyone to steal
3 they reminded Sean to take
4 he failed to take
5 he expected it to be
6 His friends helped him look
7 They decided to call
8 they persuaded Sean to tell
9 they had warned him not to forget
10 they wouldn't let Sean take

10 Infinitives and *-ing* forms (2)

A
1 to see
2 thinking
3 to think
4 to go
5 to show
6 showing

B
1 stopped trying
2 like to see
3 liked playing / liked to play
4 remember to contact
5 prefer to watch
6 remember going
7 tried not to cry
8 stopped supporting
9 stopped growing
10 hated being / hated to be
11 started liking / started to like
12 forget to meet

C
1 to tell
2 going / to go
3 to study
4 to relax
5 doing / to do
6 to work
7 modelling
8 to talk
9 being / to be
10 to get

D
1 is hopeless at working in a team
2 are afraid of using / afraid to use a computer
3 are brilliant at using a computer
4 is very keen on writing reports
5 is not interested in talking to customers
6 is excited about talking to customers
7 is terrible at answering the telephone
8 are incapable of answering the telephone

E
1 swimming
2 windsurfing
3 sunbathing
4 being
5 seeing
6 finding
7 to bring
8 to collect
9 remembering

WORD FOCUS A race out B finding out

11 The passive

A
1 Grapes are grown in many countries. About half are eaten as fruit and half are made into wine.
2 Nowadays, most fruit is washed before it is sold to the public.
3 At sea, fish are frozen as soon as they are caught.
4 Some fish are kept in fish farms. They are fed with food that is produced in a factory.
5 Oranges are often picked when they are green because they are transported thousands of miles.
6 Flour is made from cereal grains such as wheat and rye. It is used to make bread and cakes.

B
1. Who was the Mona Lisa painted by? It was painted by Leonardo da Vinci, an Italian artist.
2. Who was penicillin discovered by? It was discovered by Alexander Fleming, a Scottish scientist.
3. Who was the television invented by? It was invented by John Logie Baird, a Scottish scientist.
4. Who were the Harry Potter books written by? They were written by J. K. Rowling, a British author.
5. Who was the 100m sprint at the Beijing Olympics won by? It was won by Usain Bolt, a Jamaican athlete.
6. Who were the pyramids built by? They were built by the ancient Egyptians.

C
1. A few minutes later, a fire was found in the school kitchen.
2. The fire started because a cooker had been left on.
3. The fire brigade was notified a few minutes ago.
4. The school has been evacuated.
5. All the students have been counted.
6. The school is being checked to make sure no one is still inside.
7. The students are being allowed to go home early.

D
1. has all her fan mail answered
2. had her hair coloured
3. is going to have her photo taken
4. had a special dress made
5. has had her teeth whitened
6. is having her flat decorated

E
1. have been installed
2. will be needed / are needed
3. be spent
4. was given
5. be decided
6. is expected
7. were promised
8. be trusted
9. had … painted
10. have done
11. have … checked
12. be replaced
13. were told
14. be left
15. are taken

12 Phrasal and prepositional verbs

A
1. it on
2. him up
3. it out / it away
4. them off
5. it down
6. them in
7. it up
8. them up
9. you back
10. me off

B
1. check in
2. took off
3. fill it in
4. gave up
5. sorted out
6. turn it off
7. hang on
8. look up
9. dress up
10. go on
11. tire me out
12. get up

C
1. put
2. away
3. fall
4. out
5. shut
6. up
7. turn
8. on
9. go
10. out
11. give
12. up
13. carry
14. on

D
1. I'm glad you're getting over your infection.
2. Is Sally looking after you?
3. You won't feel like visitors at the moment.
4. But call on us when you come to London.
5. We're looking forward to seeing you.

E
1. stands for
2. look after
3. looking for
4. consist of
5. deal with
6. pay for
7. find out
8. think about

F
1. get on with
2. put up with
3. feels like it
4. puts them off
5. get away with it
6. tell him off
7. broken down
8. find out
9. run out of
10. asked for
11. filling in
12. put it away
13. look for
14. carry on
15. applied for

WORD FOCUS A puts them off B get away with it

13 Indirect speech (1)

A
1. (that) she was going to France
2. (that) his mother had given him £50
3. (that) they had moved into their new house
4. (that) she couldn't finish her essay
5. (that) he would remind John about our meeting
6. (that) the parcels had arrived safely

B
1. the month before / the previous month
2. the week before
3. had cleared
4. a couple of weeks before/earlier
5. hadn't arrived
6. were coming
7. the following month / the month after

C
1. told
2. had come
3. said
4. had decided
5. asked
6. if/whether he lived
7. told
8. had lived
9. asked
10. where I lived
11. said/replied
12. had
13. told
14. was going
15. asked
16. if/whether I wanted
17. said/replied
18. couldn't
19. were coming

D
1 her (that) I had enjoyed
2 (that) I had always preferred
3 (me) if/whether I had
4 (that) I didn't, but I spoke
5 visited
6 what I did
7 her (that) I was
8 (that) I worked
9 if/whether I had done
10 (that) everybody had to do
11 could start
12 wasn't
13 I would
14 wasn't
15 if/whether there were
16 was looking for
17 she would speak to him
18 said

14 Indirect speech (2)

A

1	her	11	had	21	pointed out
2	pointed out	12	announced	22	was
3	was making	13	had	23	instruct
4	asked	14	could	24	not to come
5	had	15	explained	25	had
6	replied	16	was		
7	wasn't	17	would		
8	told	18	declared		
9	to speak	19	was		
10	deny	20	was		

B
1 Sally says (that) Phil's going to phone her tomorrow.
2 Sally, you told me (that) Phil was going to phone you the next day.
3 Nick tells me (that) he passed his driving test last week.
4 Nick, you said (that) you'd passed your driving test the week before.
5 Ken tells me (that) he's sorry, he can't see me and Kate this weekend.
6 Ken told me (that) he was sorry, he couldn't see me and Kate the other weekend.

C
1 where we can buy course books
2 if/whether the school has an internet connection
3 how many students there are in a group
4 how we will be placed in the different levels
5 what time we finish in the afternoon
6 if/whether we can get drinks in the school
7 how I get to the town centre / how to get to the town centre
8 which dictionary we should buy / which dictionary to buy

15 Conditional sentences

A 1 e 2 a 3 f 4 c 5 b

B
1 If you eat all your vegetables, I'll give you some dessert.
2 You will have stomach ache if you eat too many plums.
3 If I help you with your homework, will you do the washing-up?
4 If you don't go to bed now, you will be tired in the morning.
5 Your mother will be cross if you come home late.

C
1 You won't be able to afford a holiday unless you stop buying CDs.
2 She won't go to school tomorrow unless her cold is better.
3 Unless she studies hard, she won't pass the exam.
4 Unless you listen, you won't know what to do.

D

1	won't be	5	won't need	9	won't need
2	don't save	6	go	10	earn
3	stop	7	won't be		
4	will save	8	mends		

E
1 You would enjoy France more, if you could speak better French.
2 If I were you, I would tell him the truth.
3 If my father ate more slowly, he would not get stomach ache.
4 There would be less pollution if people did not fly so much.

F
1 Suzie would live in Beverly Hills if she could live anywhere in the world.
2 probable future event
3 probable future event
4 If the Queen rang, I would be too shocked to speak.
5 If I had a million pounds, I would buy a sports car.
6 probable future event

G

1	would be	9	would	17	talk
2	had	10	were	18	you'll
3	could	11	were	19	won't
4	had	12	I'd	20	it's
5	could	13	I'd	21	don't
6	I'd	14	could	22	think
7	was	15	go		
8	would	16	take		

16 Nouns

A

1	A	7	-	13	The
2	the	8	a	14	-
3	the	9	-	15	the
4	a	10	the	16	the
5	a	11	-	17	-
6	The	12	-	18	the

B

1	much	11	-	21	-
2	hope	12	money	22	weather
3	results	13	-	23	was
4	trips	14	languages	24	a
5	accommodation	15	jobs	25	luck
6	some	16	any	26	jobs
7	information	17	experience	27	many
8	much	18	chance	28	times
9	time	19	news		
10	work	20	was		

C

1	wallpaper	5	washing machine
2	CD player	6	fruit bowl
3	nail file	7	bread knife
4	kitchen door	8	rubber gloves

D

1	cup of coffee	5	matchbox
2	packets of crisps	6	cans of soup
3	teacup	7	jam jar
4	Cola cans	8	teapot

E

1	bus stop	6	girlfriend	11	market street
2	school friend	7	town centre	12	fruit stall
3	summer camp	8	coffee bar	13	credit cards
4	sports teachers	9	shoe shop	14	apple pie
5	tennis coach	10	walking shoes	15	orange juice

WORD FOCUS A confessed B on offer

17 Possessives

A

1	your	5	his	9	His
2	my	6	Her	10	My
3	my	7	their	11	their
4	your	8	her	12	your

B

1	mine	5	my	9	My
2	hers	6	hers	10	mine
3	our	7	our	11	My
4	mine	8	our		

C

1	yours	5	its	9	her
2	hers	6	her	10	Our
3	Whose	7	it's	11	It's
4	mine	8	My	12	your

WORD FOCUS A 1 B 2

D

1 Olivia's history result was better than Jessica's.
2 Ben's history result was better than Daniel's and Joseph's.
3 In general, the girls' history results were better than the boys'.
4 In art, though, the boys' results were better than the girls'.

E

1 *The Age Of Innocence*
2 *Giovanni's Room*
3 *The Magician's Nephew*
4 *Schindler's Ark*
5 *The Corridors Of Power*
6 *The Horse's Mouth*
7 *Towers Of Silence*
8 *On Her Majesty's Secret Service*

F

1	Harry's	7	his	13	your
2	sister's	8	theirs	14	Melanie's
3	hers	9	my	15	Its
4	mine	10	parents'	16	their
5	Yours	11	our	17	my
6	brother's	12	ours		

18 Demonstratives

A

1	this	4	That	7	these
2	those	5	this	8	those
3	this	6	this	9	this

WORD FOCUS A disappointing B dreadful

B

1	that, one	4	this, that, one
2	these, those, ones	5	those, these, ones
3	this, that, one	6	this, that, one

C

1	That's	5	this is	9	This
2	this is	6	that's	10	that
3	That's	7	this		
4	this	8	That's		

D

1	this	4	Those	7	this
2	that	5	that	8	these
3	these	6	That		

E

1	that	6	this	11	These
2	that	7	this	12	those
3	this	8	those	13	this
4	This	9	That	14	this
5	these	10	this	15	this

19 Quantifiers

A

1	a few, any	3	a few, no
2	no, a little	4	a little, any

B

1	Any	7	some	13	no
2	no	8	some	14	any
3	a little	9	any	15	a little
4	any	10	much	16	a lot of
5	a few	11	a few	17	a little
6	any	12	a lot		

C
1 everything
2 somebody
3 everything
4 anybody
5 anything
6 something
7 anybody
8 nobody
9 something
10 somewhere
11 somebody
12 everything
13 everywhere
14 anybody
15 everything
16 everything

D
1 a little
2 no
3 any
4 everywhere
5 anything
6 anywhere
7 some
8 much
9 a lot
10 everything
11 a few
12 many
13 a lot of
14 any
15 A few
16 none

20 Comparative and superlative forms

A
1 smaller than; the smallest
2 lighter than; the heaviest
3 bigger; than
4 more expensive than; the most expensive

B
1 more settled
2 better than
3 the best
4 weaker
5 the weakest

C
1 I find Clive more interesting than Tom. His jokes are some of the funniest ones I've ever heard.
2 Greta is better than most people at chess but she isn't the best player in the club.
3 Loïc is the laziest person I've ever met. He does less than anyone else.

D
1 I sing worse than everybody else.
2 Nowadays, she visits us less often than she used to.
3 My mother looks after her plants more carefully than anyone else.
4 Rod arrived earlier than everyone else.

E
1 more
2 less
3 longer than
4 the oldest
5 more
6 harder
7 more expensive
8 more complicated than
9 the highest
10 more optimistically
11 the most positive
12 younger
13 worse
14 easier
15 older
16 wiser
17 more relaxed
18 more positively
19 better

F
1 further *or* harder
2 higher
3 earlier

21 *(Not) as … as, enough, too*

A
1 as much as before
2 understand as well as the other students
3 speak as fluently as them
4 as quickly as you hoped
5 as many lessons as I wanted
6 the same amount of homework as last year
7 the same books as before
8 as easy as the one last year

WORD FOCUS **A** progressing **B** a challenge

B
1 enough flour
2 strong enough
3 enough air
4 enough money
5 fast enough
6 large enough
7 often enough
8 well enough

C
1 enough time to
2 enough sausages for
3 light enough to
4 long enough for
5 warm enough to
6 loudly enough

D
1 too many
2 too young
3 too long
4 too little
5 too little
6 too few
7 too well

E
1 enough people
2 as close together as
3 short enough
4 too many
5 too much
6 too big
7 too cold for
8 as wonderful as
9 too oily
10 enough time to
11 too big
12 loudly enough
13 as spectacular as
14 too noisy for
15 too late to
16 big enough for

22 Adverbs

A
1 never sleeps upstairs
2 rarely take their holidays abroad
3 you ever go to bed late
4 often treats the dogs badly
5 Larry usually try hard
6 goes to Scotland every week

B
1 coming to the studio this morning
2 have often been in the news
3 in the papers every day
4 has just come out
5 quietly in a little village
6 occasionally went to London at weekends
7 sometimes went for a walk
8 came to the house twice a week
9 hardly ever spoke
10 happily in a village for a whole year

C
1 a bit
2 really
3 fairly
4 very
5 quite
6 incredibly

D
1 maybe
2 definitely
3 probably
4 definitely
5 Perhaps
6 maybe
7 definitely
8 certainly
9 definitely
10 maybe

E
1 at home most years
2 are usually
3 definitely prefer
4 often been
5 to Spain last year
6 very big
7 on the coast in the summer
8 practically empty
9 absolutely delighted
10 certainly made
11 quite fluently
12 rather different
13 absolutely enormous
14 particularly attractive
15 certainly want
16 will probably

23 Connecting adverbs

A
1 too
2 either
3 so
4 too
5 either
6 neither
7 so
8 too

B
1 Neither did I
2 So is mine
3 Neither do I
4 So do I
5 Neither do I
6 So do I
7 So did I
8 So did I
9 so do I

C
1 Neither are mine
2 I have, too
3 So do I
4 So is his sister
5 Her brother does, too
6 Isabel can't either
7 so did his older sister
8 Neither does his brother

D
1 only
2 only
3 even
4 Even

E
1 actually
2 Apparently
3 hopefully
4 obviously
5 luckily

F
1 Neither
2 Hopefully
3 even
4 Meanwhile
5 finally
6 first
7 Hopefully
8 too
9 then
10 obviously
11 unfortunately
12 either

24 Prepositions (1)

A
1 out of; at
2 to; on; in
3 to; by; on
4 in; with
5 in; in; at
6 by; in

B
1 by
2 by
3 down
4 on
5 At
6 over

C
1 on offer
2 out of stock
3 In the end
4 by credit card
5 at home
6 in cash

D
1 to
2 to
3 from
4 for
5 to/towards
6 on
7 with
8 for
9 of
10 with
11 about
12 with

WORD FOCUS A no wonder

E
1 into town
2 interested in
3 reason for
4 different from
5 ready for
6 polite to
7 on the corner
8 happy about
9 by bike
10 effect on
11 on the way
12 responsible for
13 advice on
14 on holiday

25 Prepositions (2)

A
1 in the middle of
2 in front of
3 at the top of
4 at the front of
5 on top of

B
1 In line with
2 in case
3 in touch with
4 at the bottom of
5 in view of
6 On behalf of

C
1 in charge of
2 As a result of
3 on top of
4 at first
5 in return for
6 in the end
7 in the middle of
8 in love with
9 at the end of

D
1 of
2 in
3 to
4 in
5 to

E
1 In fact
2 for example
3 at night
4 in the meantime
5 thanks to
6 in a hurry

F
1 In conclusion
2 Due to
3 on time
4 in the morning

26 Linking words

A
1 either … or
2 neither … nor
3 both … and
4 either … or
5 either … or

B
1 either
2 or
3 neither
4 nor
5 for
6 both
7 and
8 because
9 either
10 or
11 because
12 because

C
1 so many people that
2 so cold that
3 so much noise that
4 such a hot day that
5 so hot that
6 so little money left that
7 so salty that
8 such salty food that

D
1 in order to
2 so much that
3 Because
4 so that
5 for
6 both
7 and
8 such
9 either
10 or
11 because
12 in order to
13 such

27 Linking sentences

A
1 unless
2 in case
3 unless
4 unless
5 unless

B
1 the boxes are kept in a dry place
2 the goods are not in perfect condition
3 we hear from you within a week
4 they are in good condition
5 customers do not have an appointment

C
1 my husband in case he wondered where I was
2 an umbrella in case it rains later
3 down the name of the film in case you forget it
4 some more food in case Tina comes for dinner
5 you a map in case you can't / aren't able to find the hotel

D
1 Although Brian is quite young, his work is greatly appreciated.
2 Brian is quite young. However, his work is greatly appreciated. / His work, however, is greatly appreciated.
3 Mary is a favourite with the boss but her colleagues don't like her.
4 Although Mary is a favourite with the boss, her colleagues don't like her.
5 Mary is a favourite with the boss. However, her colleagues don't like her. / Her colleagues, however, don't like her.
6 Joan's English is not very good. However, she gets her message across.
7 Joan's English is not very good. She gets her message across, though. / Though Joan's English is not very good, she gets her message across.
8 Tony always arrives late but he usually finishes his work on time.
9 Although Tony always arrives late, he usually finishes his work on time.

WORD FOCUS B

E
1 What's more
2 However
3 unless
4 though
5 Moreover
6 in case
7 though
8 On the other hand
9 if
10 However
11 unless
12 What's more

28 Relative clauses

A
1 who/that
2 whose
3 who/that
4 which/that
5 whose
6 which/that
7 who/that
8 which/that
9 who/that
10 which/that

B
1 which/that cost
2 which/that my cousin bought
3 who/that works with
4 whose parents were
5 which/that thieves burgled
6 whose house thieves burgled
7 who/that saved a child
8 whose photo was

C
1 Virginia Woolf, whose sister was a painter, wrote *A Room of One's Own*, which deals with the difficulties for women in a man's world.
2 In 1958 Rosalind Franklin, who helped to discover the structure of DNA, died of cancer, which in those days was incurable.
3 Grantham, which lies in Lincolnshire, is famous as the birthplace of Margaret Thatcher, who was British Prime MInister for 11 years.
4 'Imagine', which is still a very popular song, was written by John Lennon, who died in 1980.

D
1 Sara read War and Peace in just two weeks
2 his car
3 the Lake District
4 The manager accused Bill of stealing

E
1 , which
2 which/that
3 , who
4 which/that
5 , which/that
6 , whose
7 , which
8 , which
9 which/that
10 which/that/-

29 Expressions of time, place, and reason

A
1 She arrived at school by 8.45.
2 She played basketball after her history lesson.
3 She didn't get home until 4.30.
4 After Maria finished her homework, she watched television.
5 She was watching television when her mother came home.
6 Her brother told a couple of jokes while her father was washing the dishes.
7 Her father went to bed after he had washed the dishes.

B
1 until
2 After
3 as soon as
4 while
5 until
6 when

C
1 when
2 where
3 where
4 when
5 why

D
1 when
2 where
3 when
4 whenever
5 wherever
6 why
7 whenever

E
1 when
2 when
3 where
4 while
5 until
6 where
7 whenever
8 As soon as
9 while
10 why
11 when
12 By
13 wherever

WORD FOCUS A turned up OR appeared from nowhere
B guarding

30 Leaving out words

A
1 ~~Free~~ from 11 to 12
2 doctor's ~~surgery~~
3 ~~he~~ will have to
4 have to ~~talk about them first~~
5 would you like to ~~lead the meeting~~
6 I will ~~lead the meeting~~
7 ~~and can you~~ send
8 ~~send~~ an update
9 can ~~do~~
10 ~~I'll order some~~ coffee

B
1 wondered
2 he has
3 finishes
4 three centuries
5 follows the lives of three families
6 witty
7 it is
8 you must

C
1 ~~was~~ very talented
2 ~~I didn't like~~ the fact
3 but it didn't ~~annoy me~~
4 I wasn't planning to have another ~~drink~~
5 I will ~~have another drink~~
6 I can't ~~have another drink~~
7 Do you really have to ~~go~~?
8 Well, I should ~~go~~
9 he probably expects me to ~~go to bed early~~ as well

D
1 standing
2 moving
3 married
4 mentioned
5 photographed
6 sitting
7 wearing
8 talking

E
1 the man behind
2 the woman next to
3 the woman in front of
4 the man next to
5 the woman between
6 Nick.
7 Behind Molly.
8 Jenny.

F
1 Pele is the footballer often described as the greatest of all time.
2 James Earl Jones is an actor best known as the voice of Darth Vader in the *Star Wars* films.
3 I passed the message to the policeman waiting outside the door.
4 The finest bananas in the world are grown in Madagascar.
5 Computers built in China are cheaper than British ones.
6 Apples bought from a greengrocer's usually taste better than supermarket apples.

Answer key Over to you

01 Present simple and present continuous

- Dear Olivia
  My name is Antonio. I live in Madrid with my family. I have two brothers and one sister. My sister is older than me and she works in the local library - she reads all the time! My brothers are both younger than me and they're still at school. My father is a doctor and my mother works at home. I go to university in the centre of Madrid and I study French and English. In the evenings I often go to the cinema with my friends, or eat out at a restaurant with them. We love Chinese food! Tell me a bit about yourself too! What do you do, and do you enjoy living in London?
  Best wishes,
  Antonio
- I'm sitting on the sand at the beach. Kelly is lying next to me and she's reading a fashion magazine and listening to her MP3 player. A man is walking his dog. How funny, the dog ran into the waves and now he's shaking himself and making the man completely wet too! A boy is flying a kite with his friend - it's a huge kite and is flying right above our heads! Some people are swimming in the sea and others are playing volleyball on the beach.
- I'm sorry, I can't go shopping with you on Saturday because I'm going swimming with Petra. / I'm sorry, I can't play football with you on Thursday because I'm watching television with Sonya. / I'm sorry, I can't go to the cinema with you on Monday because I'm having dinner with Michael.

02 Talking about the past

- When I was 11, I won a dancing competition. / When I was 19, I climbed Mont Blanc. / When I was 25, I ran a marathon.
- When I heard about the attack, I was eating my lunch at work and looking at a news website on the internet. The sun was shining outside and there were a lot of people walking in the street below my office. My brother was sitting on the bus, reading a book, and listening to the radio on his phone. We both heard the news at the same time.
- I used to play hockey on Saturdays. / I used to visit my grandparents every week. / I used to believe in Santa Claus.

03 Present perfect

- I've ridden a camel in the desert. / I've swum with dolphins. / I've eaten oysters.
- Robin has never climbed a mountain. / He has never broken his arm. / He has never been skiing.
- I've always had brown hair. / I've always liked football. / I've always played the piano.
- I've been sitting in this classroom for 20 minutes. / I've been learning English since 2006. / I've been reading this book for two weeks.

04 Past simple and present perfect; past perfect

- When I got back home, everything was in a complete mess. My first thought was what on earth had the dog been up to. I soon found out. He had eaten my clothes and chewed my slippers. He had pulled down the curtains and he had knocked over the TV! There was water all over the floor in the living room because the dog had run into the coffee table and the vase of flowers on the top had fallen over. The vase had broken too so there was glass on the floor. It was lucky that the dog hadn't hurt himself!
- Have you had any breakfast today? ~ Yes, I have. I had two pieces of toast.
  Did you have breakfast yesterday? ~ No, I didn't have enough time.
  Have you done your homework today? ~ No, I haven't done it yet.
  Did you do your homework yesterday? ~ Yes, I did it after the football match.
  Have you watched television today? ~ No, I haven't. I've listened to the radio, though. Did you watch television yesterday? ~ Yes, I watched an old James Bond film after dinner.

05 The future

- I'm going to go whitewater rafting in Colorado. I'm going to fly from Heathrow to Chicago. Then I'm going to take the coach to Colorado and I'm going to stay in a chalet in the forest. I'm going to stay for a whole week. I'm going to do their safety training for the first two days, and then I'm going to go on the rapids with an instructor. It's going to be so exciting!
- In the next fifty years, we'll have flying cars. There will be cities on the moon and people will be able to go into space on holiday.
- I'll tidy my bedroom room. Shall I do the washing-up and take the rubbish out? I'll do the vacuuming in the living room.

06 Ability, permission, and requests

- When I was younger, I couldn't swim, but now I can swim 30 lengths. / When I was younger, I couldn't speak any English, but now I can speak a little. / When I was younger, I couldn't afford new gadgets, but now I can buy whatever I want.
- When I finish my studies, I'll be able to get a job. / When I finish my studies, I'll be able to buy my own house. / When I finish my studies, I'll be able to speak English perfectly!
- Would you pass me the salt? ~ Of course. Can you pass me the ketchup, please? ~ Here you are. Please can you pour some water? ~ No problem. Would you give me a napkin? ~ Of course.

07 Possibility and probability; perfect modals

- He may have forgotten about our meeting. / He might have missed the bus. / He could be lost.
- After I've finished my studies at school, I may go to university. I might get a job, or I could travel around the world.
- There must have been thousands of people working on the pyramids because they're so large and they must have used elephants, because the stones are too heavy to carry. They can't have used machines, because they hadn't been invented.

08 Duty and obligation

- You shouldn't panic. You should try to make the house secure and then you should call the police. You ought to make a list of everything that has been stolen, but you shouldn't upset yourself. You probably ought to tell your neighbour too, and you should ask them if they saw anything strange today. If you feel nervous, you should ask if they can sit with you for a while.
- A zookeeper has to feed and clean the animals. / A policeman has to wear a uniform. He has to catch criminals. / A nurse has to wear a uniform, and she has to look after people who are ill.

09 Infinitives and *-ing* forms (1)

- I liked shopping on Oxford Street and I particularly liked looking for bargains in the sales. I didn't enjoy going round Buckingham Palace - it was boring, but at the same time I liked imagining that I was walking where the Queen had walked before! I enjoyed visiting London Zoo and seeing the animals most.
- I will encourage my child to play an instrument because I think it's important to have hobbies that are creative. I will teach him to speak French so he can learn about another culture. I want him to be a doctor so I will persuade him to go to university and encourage him to work very hard!

10 Infinitives and *-ing* forms (2)

- I am afraid of swimming - I can't swim! I'm excited about parachuting but I'm a bit nervous too because I'm scared of heights! I'm not interested in writing poetry and I find it difficult to have creative ideas. I'm tired of reading because it always takes me so long to finish a book. I like reading comics, though. I'm terrible at skiing and fell over all the time when I went last year.

11 The passive

- *The Importance Of Being Ernest* was written by Oscar Wilde. / The Sydney Opera House was designed by Jorn Utzon. / The telephone was invented by Alexander Graham Bell. / The Eiffel Tower was designed by Gustave Eiffel. / *The Deer Hunter* was directed by Michael Cimino. / The ceiling of the Sistine Chapel was painted by Michelangelo. / *The Lord Of The Rings* was written by J.R.R. Tolkien.
- I would have the town centre pedestrianized. / I would have the buses painted yellow. / I would have the streets cleaned.

12 Phrasal and prepositional verbs

- give up - I gave up smoking last year.
  make up - That word doesn't exist - you made it up!
  look up - I looked up the meaning of the word 'proletariat' in the dictionary.
- check in - I arrived at the hotel at 3p.m. and checked in.
  take in - I'm sorry, that's too much for me to take in.
  stand in - Peter couldn't play football on Saturday, so his friend Mark had to stand in.
- move on - I couldn't answer the first question, so I moved on to the second.
  turn on - I turned on the lights in the kitchen.
  try on - She tried the shirt on before she bought it.

13 Indirect speech (1)

- The two men said they would meet at the bank at 3 p.m. Pat told Ted to bring a gun and said that he would bring masks so no one would see their faces. He told Ted to wear black clothes and gloves. Ted said that they would need a getaway car. He asked if Pat knew where to find one and Pat said that he did. They said they would take the money to a warehouse outside town and take the car to a quiet road in the countryside and leave it there.

14 Indirect speech (2)

- I told my friend to turn right when he came out of the station. I told him to go past the post office. I warned him not to take the second turning on the left. I reminded him to take the third turning and to look for my green front door. He was so confused, though, that in the end I agreed to pick him up at the station!

15 Conditional sentences

- If I don't pass my exams, I won't be able to go to university. / If I fail my driving test, I won't be able to visit my friends in Scotland. / If I don't pay my bills on time, I will have to pay a fine.
- If I were taller, I would be a policeman. / If I lived in a big house, I would invite my friends to dinner. / If I had more money, I would buy a nice car.

16 Nouns

- I have a reading lamp on top of the bookshelf. I keep a glass vase on the window sill. There is a hairdryer in the bedroom. I keep a gold watch in a chest of drawers. There are milk bottles in the fridge. I keep the toothpaste in the bathroom. I always put the dog food in the cupboard next to the dog basket. I have a teapot and a coffee pot in the kitchen.

17 Possessives

- My favourite hobby's reading and my brother's is fishing. His hobby is more expensive than mine because he has to buy more things. / My parents have a plasma TV in the living room. Their TV is bigger than mine. / My friend Sara has an Xbox. Mine is better than hers and my games are more exciting than hers.

18 Demonstratives

- Do you like this shirt? ~ Not really. I prefer that blue one. I think blue suits you more than green. Why don't you try this light blue one with those jeans? ~ OK, I will. And what do you think about those black shoes over there? ~ I think these shoes are nicer because they look more expensive. Those shoes are very small too.

19 Quantifiers

- In my fridge, I have some butter, a little cheese, a tomato, a lot of lettuce and some milk. I have no water and I don't have many eggs. I need to buy some ham and some water and I want to buy some yoghurts too.
- Everybody at the company earns over £25,000. Everyone must wear a suit, but no one worries about wearing a tie. Everyone is very friendly and they welcome new people, so no one is unhappy!
- I'm looking for somebody who can speak German and is well-organized. I'd like to give the job to somebody who is intelligent and calm. I'm not looking for anybody who is lazy or for anybody who panics under pressure!

20 Comparative and superlative forms

- Usain Bolt is the fastest sprinter in the world. He is faster than Carl Lewis. / Everest is the highest mountain in the world. It is higher than Mont Blanc. / Burj Dubai in Dubai, UAE, is the tallest building in the world. It is taller than the Chrysler Building.
- My life is easier than my grandparents'. Clothes and food are less expensive. Houses are bigger. Cars are faster. My grandparents had to start work when they were younger than I am now, and it was more important for the family that they earned money straight away. Perhaps I'm luckier than they were, because I'm going to be able to go to university.

21 *(Not) as ... as, enough, too*

- The music was too loud and there were too many people, so I couldn't hear what people were saying and there wasn't enough room for everyone to sit down. / There wasn't enough food so I was really hungry! / The party wasn't as good as Sam's party last week and it didn't go on as long as her party did. I didn't know all the people there and most of them weren't as much fun as my friends.
- You are too young / You aren't old enough. / The US is too far away. / We don't have enough money to pay for the flight. / It's too expensive.

22 Adverbs

- Break two eggs carefully into a bowl.
  Gently pour in some milk.
  Mix the eggs and milk thoroughly.
  Melt some butter slowly in a pan and add the egg mixture.
  Meanwhile cut two slices of bread and put them in the toaster. Toast them lightly and then spread them thinly with butter.
  Stir the eggs quickly but carefully and pour the egg mixture carefully on the toast.

23 Connecting adverbs

- First, we need to find some flat ground. ~ Yes, then we should unpack the tents. ~ How do we put them up? ~ Actually, I'm not sure. Unfortunately, I've never put up a tent before. ~ Luckily, I have, and it's very easy. First, we put the poles together ... ~ OK, you take charge of the tents. Meanwhile, I'll start a fire.

24 Prepositions (1)

- Spider-Man: At the beginning of the film, Peter Parker is a normal schoolboy, but he is tired of being bullied by other kids. At the museum, he is bitten by a spider and he becomes a superhero. He is astonished by his new powers. He finds that criminals are afraid of him, but his girlfriend is angry with him because he is never at home. The millionaire Norman Osborn is jealous of Spider-Man's powers and becomes the Green Goblin.

25 Prepositions (2)

- There is a painting on the wall in front of me. Behind me, there is a mirror. In the middle of the room, there is a rug. There is a table in the corner, and there is a computer on the table.
- My father used to work in the city, but now he works from home. In other words, he's self-employed. He used to hate the journey to work - he was always late because of the terrible traffic, and had a bad back, thanks to sitting in an office all day. He was always in a hurry, and never got home in time for dinner. He didn't sleep well at night, and in the morning he was always grumpy.

26 Linking words

- The TorchBreadknife is an amazing gadget: it is both a breadknife and a torch. You can use it either at home or outside. You can use it for slicing bread, and it includes a torch so that you don't have to worry if the lights go out. Buy one now, because you never know when you might need to slice bread in the dark.

27 Linking sentences

- If we don't stop cutting down the forests, the ozone layer will disappear. The seas will continue to rise unless we stop polluting the atmosphere. Moreover, many endangered species will die out if we don't stop destroying their homes . We should start to think about using solar power in case the fossil fuels run out.
- Some people claim to have seen UFOs, but we have no proof that they come from other planets. There are millions of other planets, so there must be life on some of them. However, there is no water on any of them. On the other hand, we don't know if aliens need water.

28 Relative clauses

- William Shakespeare is the man who wrote *Romeo And Juliet* and many other famous plays. / J.K. Rowling is the woman who wrote the Harry Potter books. / Bill Gates is the man who owns Microsoft. / Charles Babbage is the man who invented the first computer. / George Lucas is the man who directed/wrote *Star Wars*.
- Paris, which is the capital of France and is France's largest city, is situated on the river Seine. The main shopping street, which is called the Champs Elysees, is one of the most famous streets in the world. The Eiffel Tower, which was originally temporary, was built in 1889 for an exhibition and is perhaps the most famous monument in Paris. The Arc de Triomphe, which is at the top of the Champs Élysées, is 50 m tall.

29 Expressions of time, place, and reason

- Do you remember when we were 16 and we sneaked out of our houses to go to the nightclub? ~ Oh yes. I waited until my parents were asleep, then I climbed out of the bedroom window. ~ And as soon as my mum went to bed, while my dad was watching TV, I crept out of the back door. ~ Then we met at the top of the street and we were at the club by 11 p.m.

30 Leaving out words

- When I was younger, I couldn't speak English, but now I can. / When I was younger, I believed in Santa Claus, but now I don't. / When I was younger, it was expensive to travel by plane, but now it isn't.

Index

A

a 62
a bit 78, 88
a few 74, 124
a little 74, 124
a lot 78
a lot of 74, 124
  ability 22-5, 123
abroad 86
absolutely 88
action verbs 2
actually 92, 125
adjectives 78-81, 124
  + clause 96
  + infinitives 40, 96
  + preposition + **-ing** form 40, 96, 123
  + prepositions 96
  comparative 78-81, 124, 130
  demonstrative 70
  irregular 78
  long 78
  as objects of infinitives 36
  possessive 66, 94, 124
  short 78
  superlative 78-81, 124, 130
admit 54
adverbs 86-93, 124-5
  comparative 80
  of completeness 88
  connecting 90-3, 125
  of degree 88
  of frequency 2, 86
  irregular 80
  of manner 86
  as objects of infinitives 36
  of place 86
  of probability 88
  with a subject with **-ing** form 40
  superlative 80
  of time 86
advice 30-1, 36
  reported 54-5
advise 36, 54
afraid of 96
after 114
afterwards 86, 92
ago 14
agree 54
aim 34
all the other, than 78
allow 24, 36
almost 88
already
  + Past Perfect 16
  + Present Perfect 10
although 16, 108
always 86
  + Present Perfect 10, 122
an 62
and 118
answers
  short 30, 32, 90
  to questions with **why** 102
any 62, 74, 124
  + **of** 74
  comparative adjective + **than** 78
anybody 76, 124
anyone 76, 124
anything 76, 78
anywhere 76
apostrophes, **'s** and **s'** possessives 68
apparently 92
appear + adjective + infinitive 40
around 86
arrange 34
articles 62-3
  absence of 62
  in preposition + noun phrases 94
as...as 82, 124
as soon as 114
ask 36, 52, 54
at 86, 94, 100
auxiliary verbs
  to shorten sentences 118
  use with **so** and **neither** 90
away 86

B

back 86
be
  + **-ing** form of Present Continuous 2
  + adjective + infinitive 40
  + adjective + preposition 96
  + past participle for passives 42, 44
be able to 22-3, 123
be going to
  + verb 18-19, 114
be + past participle for passive 44
because 100, 102, 125
before 16, 114
beg 36
begin 38
believe 16
better 80
both...and 102, 125
but 108, 118, 125
by 94
  + noun, for agent in passives 42
  for time 114

C

can 22-5, 123, 131
  ability 22
  permission 24
  questions 24
  requests 22
  uses 22, 24
  or **will be able to** 22
cannot 22
can't 22, 26
  + **have** + past participle 28, 123
  and **must** 28
  possibility and probability 26-7
can't bear 38
can't have done 28-9
can't stand 38
cause 36
certainly 88
certainty 20-1, 26-7, 28, 88
challenge 36
clauses *see* **if** clauses; relative clauses;
  result clauses
comma
  in conditionals 58
  with **however** 108
  in time expressions 114
comparatives 78-85
  adjectives 78-81, 124, 130
  adverbs 80, 88
  as...as 82, 124
  negative 78
  so/too/neither/either with a
    possessive subject 90 with
    than 78, 124
completely 88
compound nouns 64
conditional sentences 58-61, 124
  first conditional 58-9, 60, 106, 124
  negative 58, 106
  second conditional 60-1, 124
  zero conditional 58-9, 106
continue 38
could 22-5, 123, 131
  + **have** + past participle 28
  + infinitive in second conditionals 60
  ability 22
  possibility and probability 26-7, 123
  questions 22
  uses 22, 24, 26

could you tell me 56
couldn't 22, 123
+ **have** + past participle 28
countable nouns 62-3

D

dare 36
decide 16, 131
decisions 16, 20-1, 34
defining relative clauses 110
leaving out words in 120
definitely 88
demonstratives 70-3, 124
deny 54
description
non-defining relative clauses 112, 125
prepositional phrases 94, 125
did/didn't + verb 6
direct speech, changes into indirect speech 50
directions 94, 124
do you know? 56
do/does
with **have to** 30
with **need to** 32
in Present Simple 2
downstairs 86
due to 100
duty 30-3, 123

E

early 86
either 90, 125
either...or 102, 125
emphasis 116
enable 36
encourage 36, 123
enough 82, 124
+ **for** 82
+ infinitive phrase 82
I've had enough of 82
negatives and questions 82
not...enough 84
even 92, 125
ever 86
+ Present Perfect 10
than + 78
every day 86
everybody 76, 124
everyone 76, 124
everything 76
everywhere 76, 86
examples, giving 100

expect 36
explanations 2, 12, 100, 102, 104, 106, 116
extremely 88

F

fairly 88
far 78
feel 22
feelings 22, 40
few (a) 74
finally 92
first 92, 125
first conditional 58-9, 60, 124
negative 106
for 94, 96, 100, 125
+ **-ing** form 102
+ noun 102
with Past Simple 14
with Present Perfect 14, 122
for example 100
forbid 36, 54
force 36
forget 16, 38
formality 24, 32, 46, 74, 104, 108,110, 112, 118
in letters 48, 98, 106
passives 42, 44
fortunately 92, 125
frankly 92
furthermore 106, 125
future
ability in the 22
conditionals 58-61
with **going to** 18-19, 122
passives 44-5
possibility in the 26-7, 58
Present Continuous for the 4
Present Simple for the 4
present tense after **when/before/after/as soon as/until** 114
shall 20-1, 122
this and **these** for the 70
use of present tense with **unless** or **in case** 106
will 20-1, 114, 122, 131

G

get 36
+ object + past participle 44
passive 44
go + **-ing** form 40
going to 18-19, 58, 122
or not 18
passive 44
guesses 26, 28

H

habits 8, 86
had + past participle 16
hardly 88
has, + past participle 10
hate 38
have
+ object + past participle 44, 123
+ past participle 10
have (got) 118
have got to 30-1
compared with **should** and **ought** 30
have something done 44-5
have to 30, 123
be + past participle after 44
or **must** 32
negatives 32
have/has been + **- ing** 12
hear 22
help 36, 123
her 66
here 72, 86
hers 66
his 66
history 14
home 94
hope 34, 131
hopefully 92
How long? with **for** or **since** 12
How much? + Present Perfect 10
How many? + Present Perfect 10
however 88, 108, 125

I

I look forward to hearing from you 48
identifying 110, 125
idioms, as...as 82
if, in indirect questions 52
if clauses 58-61
if...not 58, 106, 125
imperatives, in result clauses 58
impossibility 26
in 86, 94, 100, 123
in case 106, 125
+ present tense for the future 106
in case of 98
in order to 104, 125
negative 104
incredibly 88
indirect object, of active sentence becomes subject of passive 44
indirect speech 50-7, 124
Past Perfect in 16
questions 52-3, 56, 124

requests 54-5
tense changes 50
time change 50, 56
infinitives 34-41
and -**ing** forms 34-41, 123
adjectives + 40
modals + 131
question word + in indirect questions 56
verbs which take **to** + 34-5, 54, 131
which take an object 36-7
without **to** 36
informality 20, 24, 30, 44, 46, 48, 108
-**ing** forms 127
adjectives + preposition + 40, 96, 125
adverbs with a subject with 40
be + for Present Continuous 2
for + 102
have/has been + for Present Perfect Continuous 12
infinitives and 34-41, 123
like + infinitive or 38-9
in noun + noun structure 64
object of a subject with 40
preposition + verb 96
as subject 40-1
to shorten a defining relative clause 120
verbs with 34-5, 54, 131
was/were + for Past Continuous 6
inside 86
instructions 36, 114, 124
intend 38, 118
intentions 34
introductions 72
invite 36
it is 66
its 66
it's
+ adjective + infinitive 40
and **its** 66
it's, or **this is** 72

J

just + Present Perfect 10

K

know 16

L

last week 14
late 86
lately 12
later 92
learn 36
least 80
leave 36
left, with possessive adjectives 66
less 80
let + verb 36
like
+ infinitive or -**ing** form 38-9, 123
+ object + infinitive 36
would like 38, 118, 131
likes and dislikes 34, 38, 123
little 78
a little 74, 124
comparative and superlative forms 78
'll 20
look 46, 48
+ adjective + infinitive 40
love 36, 38
luckily 92

M

make 36, 123
managed to 22-3
uses 22
or **was/were able to** 22
many 62, 74, 124
comparative and superlative forms 78
so many 104
may 24-5, 123, 131
+ **have** + past participle 28
with **I** and **we** in questions 24
negatives 26
possibility and probability 26-7, 123
uses 26
maybe 88
mean 118
meaning, clear even when leaving out words 118-21
meanwhile 92
might 133
+ **have** + past participle 28
possibility and probability 26-7, 123
uses 26
mightn't 26
mine 66
modals
+ infinitives 131
passives 44-5
perfect 26-9, 123
more
for comparative adjectives 78
for comparative adverbs 80
moreover 106, 125
most
for superlative adjectives 78
for superlative adverbs 80
much 62, 74, 78, 124
comparative and superlative forms 78
must 131
+ **have** + past participle 28, 123
+ verb 32
be + past participle after 44
and **can't** 28
certainty 26
duty and obligation 32-3
or **have to** 32
possibility and probability 26-7
in result clauses 58
must have been 28-9
mustn't 32
my 66

N

necessity 32, 36
need to 32-3, 36
needn't 32, 131
negative sentences 34, 54
neither 90, 125
and auxiliary verb + subject 90
neither...nor 102
never 86
+ Past Perfect 16
+ Present Perfect 10
with **any** 74
never used to 8
next 92, 125
no 74, 124
+ -**ing** form 40
+ uncountable noun 62
comparative adjectives 78
or **not any** 74
no one 76, 124
nobody 76
non-defining relative clauses 112
none 74
+ **of** 74
not any, or **no** 74
not as...as 82, 124
not... enough 84
not many 74
not much 74
nothing 76
not...to 54
nouns 62-5, 124
+ prepositions 96, 98
countable 62-3
countable or uncountable with different meanings 62
irregular plural possessives 68
noun + noun 64, 124
as objects of phrasal or prepositional verbs 46, 48
plural forms 129
plural possessives 68

possessive forms 68
uncountable 62-3, 74, 126
nowhere 76

O

object
in active sentence becomes subject in passive 42
get + past participle 44
infinitives which take an 36-7
phrasal verbs with an 46
phrasal verbs without an 46
prepositional verbs with an 48
pronouns 46, 48
of relative clauses 110, 112
of a subject with **-ing** form 40
verb + object + infinitive 36-7, 54, 124
verbs with double 44
verbs which always take an 36
obligation 30-3, 123
obviously 92
of 62, 68, 74, 96
of mine 66
offer 54
offers 20-1, 54, 74
official information and procedures 4, 30, 32, 44, 74
often 2, 86
on 94, 100, 123
on the one hand 108
on the other hand 108, 125
once 86
one, the 120
one(s) 70
only 92, 125
opinions 30-1, 92, 96, 108
options 102
or 118
order 36, 54
order of events 98, 114
orders, reported 54-5
ought not to 30
ought to 30-1, 123, 131
and **should** 30
oughtn't to 30
our 66
ours 66
out 86
out of 94
outside 86

P

parts of the body 66
passives 42-5, 123
by + noun for agent 42
forms 42
future and modal 44-5
negatives 42
Present and Past tenses 42-3
questions 42
uses 42
past
ability in the 22
permission in the 24
talking about the 6-9, 122
that and **those** for the 70
Past Continuous 6-7, 122, 131
form 6, 131
negatives 131
passive 42
and Past Perfect 16
and Past Simple 6, 8
questions 131
uses 6, 16
past participle
be + for passives 42, 44
had + 16
have/has + 10
irregular forms 129
regular forms 128
to shorten a defining relative clause 120
Past Perfect 16-17, 122, 131
after verbs of thinking 16
form 16
in indirect speech 16
negatives 131
passive 42
and Past Continuous 16
and Past Simple 16
questions 131
uses 16
when not to use 16
Past Simple 6-7, 14-15, 122, 131
with **for** 14
forms 6, 128
irregular forms 129
negatives 6, 131
passive 42, 44
and Past Continuous 6, 8, 122
and Past Perfect 16
or Present Perfect 14, 122
questions 6, 131
regular forms 128
or **used to** 8, 14
uses 6, 14
perfect modals 26-9, 123
probability 28-9, 123
perfectly 88
perhaps 88
permission 22-5, 36, 123
permit 36
persuade 36, 54, 123
phrasal verbs 46-7, 123
with an object 46
meaning of 46
prepositional 46-9, 123
without an object 46
phrases
missing out words 118
prepositional 94-101, 125
place
adverbs of 86
changes in indirect speech 50
plan 34, 118
plans 18-19, 34, 106
please 24, 123
pleased with 96
politeness 24, 56, 60
possessives 66-9, 124
adjectives 66, 94, 124
changes in indirect speech 50
double 68
nouns 68
of mine 66
pronouns 66, 124
question 66
's and **s'** 68
whose 66, 110, 112
possibility 26-7, 76, 123
future 26, 58
past 28
present 26
practically 88
predictions 18-19, 20-1, 58
prefer 36, 38, 123
prepositional phrases 94-101, 125
prepositional verbs 46-9, 123
meaning 48
with three parts 48
prepositions 94-101, 125
+ noun + preposition 98
+ noun/adjective 94, 96
after adjectives + **-ing** form 40, 96, 125
after verbs 46-9, 123
in linking phrases 100
noun/adjective + 96
nouns followed by 96
present
permission in the 24
this and **these** for the 70
Present Continuous 2-5, 122
form 2, 131
with future meaning 4-5
negatives 131
passive 42, 44

questions 131
uses 2
verbs without 2
Present Perfect 10-13, 14-15, 122, 131
with **for** 14
forms 10
negatives 10, 131
passive 42, 44
or Past Simple 14, 122
questions 10, 131
with **since** 14
uses 10, 14
Present Perfect Continuous 12-13, 122, 131
form 12, 131
negatives 131
questions 131
uses 12
Present Simple 2-5, 122, 131
forms 2, 127, 131
with future meaning 4-5
negatives 2, 131
passive 42, 44
questions 2, 131
uses 2
probability 26-9, 88, 123
probably 88
prohibition 32, 40
promise 54, 131
promises 20, 54
pronouns
changes in indirect speech 50
as objects of phrasal or prepositional verbs 46, 48
possessive 66, 124
quantifiers 76
proper names, possessive form 68
punctuation 58, 108, 114
purpose 102, 104

Q

quantifiers 74-7, 124
pronouns 76
questions 74
question words, in indirect questions 52, 56
questions
indirect 52-3, 56, 124
possessive 66
with quantifiers 74
quite 88

R

rarely 86
rather 88
really 88
recently 12
refuse 54, 131
relative clauses 110-13, 125
defining 110, 120
non-defining 112
sentence 112
remember 16, 38
remind 36, 54, 124
reported speech *see* indirect speech
reporting sentences 50-1
request 36
requests 20, 22-5, 36, 74, 123
indirect speech 54-5
require 36
result clauses 58-61
right, with possessive adjectives 66
rules 30-3, 40, 74

S

's and **s'** possessives 68
said, reported speech 50
same
(not) the same + noun + **as** 82
the same as 96
say that 50
say to someone that 50
scarcely 88
second conditional 60-1, 124
see 22
seem + adjective + infinitive 40
seldom 86
senses, and **can** 22
sentence relative clauses 112
sentences
connecting with adverbs 90-3, 124, 125
leaving out words 118-21, 125
linking with prepositional phrases 100, 102-9
linking with relative clauses 110-13, 125
passive 42-5
passives with **by** to connect 42
reporting 50-1
shall 131
for the future 20-1, 122
with **I** and **we** 20
questions 20
or **will** 20, 122
short forms 20, 22, 30
should 30-1, 123, 131
be + past participle after 44
and **ought to** 30
in result clauses 58
should not 30
shouldn't 30, 123
since 12
with Present Perfect 14, 122
slightly 88
smell 22
so 90, 104, 125
+ adjective + (**that**) 104
and auxiliary verb + subject 90
or **so that** 104
so few 104
so little 104
so many 104
so much 104
so that 104, 125
some 62, 74, 124
+ **of** 74
somebody 76, 124
someone 76, 124
something 76
sometimes 86
somewhere 76, 86
sorry for 96
so...that 104
start 38
state verbs 2
still, before negative Present Perfect 10
stop 38
story-telling
adverbs in 92
prepositional phrases 94
use of Past Simple and Past Continuous 6
subject
-ing form as 40-1
in passive sentences 42, 44
of relative clauses 110, 112
so/too/neither/either with a possessive 90
such (a) + adjective 104
such...that 104
suggest 54
suggestions 20-1, 26, 54
summarizing
with indirect questions 52
with prepositional phrases 100, 125
superlatives
adjectives 78-81, 124, 130
adverbs 80

T

taste 22
teach 36, 123
tell 36, 52, 54, 124
tell someone that 50
tenses 2-61, 131
change in indirect speech 50
passive 42-5, 123

than
  all the other/any/anything/ever 78
  with comparative adjectives 78, 124
  with superlative adjective 78
thanks to 100
that 70, 72, 124
  defining relative clauses 110, 120
  or **which** 110
  or **who** 110
that one 70
the
  + countable nouns 62
  + uncountable nouns 62
their 66
theirs 66
then 92, 125
there 86
these 70, 72, 124
think 16
this 70, 72, 124
this is, or **it's** 72
this one 70
this week 12, 14
those 70, 72, 124
though 108, 125
threaten 54
till 114
time, adverbs of 86
time expressions 114-17, 125
  + Present Perfect 10, 14
  changes in indirect speech 50, 56
  finished and Past Simple 14
  Past Simple with 6
  Present Continuous for 2
time phrases
  + Present Perfect Continuous 12
  prepositional 100
  with **this** or **that** 70
to 94
  + infinitives 34-5, 54, 131
  or **in order to** 104
to shorten sentences with verbs usually followed by an infinitive 118
today 14, 86
tomorrow 56, 86
too 84, 90, 124
  adjective + infinitive 84
  for **very** 84
too...for 84
too many 84
too much 84
totally 88
train 36
try 38
twice a week 86

U

uncountable nouns 62-3, 126
unless 58, 106, 125
  + present tense for the future 106
until 16, 114
up 123
upstairs 86
urge 36
used to 8-9, 122, 131
  negatives 8
  or Past Simple 14
  questions 8
usually 2, 86

V

verbs 2-61
  + **-ing** 34-5, 54, 131
  + object + infinitive 36, 54, 123
  + **to** + infinitive 34-5, 54, 131
  irregular 129
  regular 128
  structures 131
  tables 131
  see also action verbs; auxiliary verbs; modals; phrasal verbs; prepositional verbs; state verbs; tenses
very 88
  or **too** 84
virtually 88

W

want 36, 123, 131
want to know 52
warn 36, 54, 124
was/were + -ing for Past Continuous 6
was/were able to, or **managed to** 22
was/were allowed to 24
were, in **if** clauses 60
what's more 106, 125
when 116, 125
  + clause + clause 114
  clause + **when** + clause 114
whenever 116
where 116
wherever 116
whether, in indirect questions 52
which
  defining relative clauses with 110, 120
  non-defining relative clauses with 112
  or **that** 110
while 114
who
  defining relative clauses with 110, 120, 125
  non-defining relative clauses with 112
  or **that** 110
  or **whom** 110
whom 110, 112
whose 66, 110, 112
why 116
will
  be + past participle after 44
  for the future 20-1, 114, 122, 131
  for questions 20
  requests 24-5
  in result clauses 58
  or **shall** 20, 122
  uses 20
will be able to 22, 123
with 96
without 74
wonder 52
won't 20
word order 10
  adverbs 86, 88, 92
  linking clauses 106, 108, 114
  in phrasal verbs with noun object or pronoun and adverb 46
  in prepositional verbs with noun object or pronoun 48
words
  compound 64
  leaving out 118-21, 125
  linking 102-5, 118, 125
would
  + verb in result clauses 60
  requests 24-5, 123
  short form (**'d**) 24
would hate/love/prefer + infinitive with **to** 38
would like 38, 118, 131

Y

yesterday 14, 86
yet + negatives and questions in Present Perfect 10
your 66
yours 66

Z

zero conditional 58-9
  negative 106

Oxford *Living* GRAMMAR

Learn and practise grammar in context

Each unit of Oxford *Living* GRAMMAR explains how the grammar works and the situations where you use it. The exercises use real-life situations to practise the grammar in context.

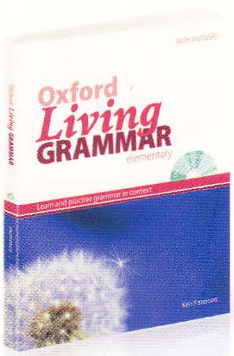
Oxford *Living* **GRAMMAR** helps you use grammar with confidence:

- Understand grammar and when to use it
- Practise using grammar in real situations
- Have plenty of practice with 4-page units for each grammar topic
- Learn new words and expressions with the **Word focus** boxes
- Use and review what you have learned in the **Over to you** exercises
- Be prepared for the KET and PET exams

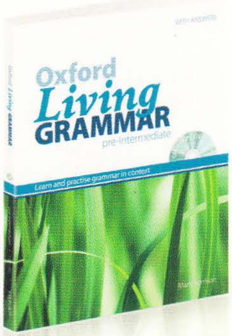
PLUS interactive Oxford *Living* **GRAMMAR** Context-Plus+ CD-ROM helps you:

- Develop and take part in your own dialogues using the listening mazes
- Create your own reading texts using the reading mazes
- Practise your grammar with more exercises for each grammar topic
- Build your vocabulary with more **Word focus** exercises
- Review your progress using the tests

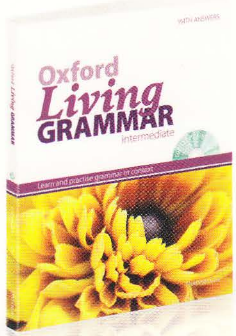
Oxford *Living* GRAMMAR – learn about grammar and when to use it



Elementary
A1+ level (towards KET)



Pre-intermediate
A2 level (KET and towards PET)



Intermediate
B1 level (PET and towards FCE)

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

CEF
B2
B1
A2

OXFORD ENGLISH
ISBN 978-0-19-455708-5
9 780194 557085